



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 509563

DfES Number: 583236

INSPECTION DETAILS

Inspection Date	01/11/2004
Inspector Name	Louise, Caroline Bonney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The College Nursery
Setting Address	Worting Road Basingstoke Hampshire RG21 8TN

REGISTERED PROVIDER DETAILS

Name	Basingstoke College of Technology
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ORGANISATION DETAILS

Name	Basingstoke College of Technology
Address	Worting Road Basingstoke Hampshire RG21 8TN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The College Nursery was registered to provide day care in 1996. It is based in the Basingstoke College of Technology and operates as a self-funding day nursery. It is open between 08:00 and 18:00, Monday to Friday for 50 weeks of the year.

There are currently 70 children on roll from the age of 3 months to under 5 years, 16 of these receive funding for nursery education. They are drawn from the college staff and students, as well as families who work in the surrounding urban area. Children can stay all day or for a variety of sessions. The nursery is able to support children with identified special needs and those with English as an additional language.

The nursery is based in three rooms, each of which cater for children of different ages. Piglet's room is dedicated to the children aged three months to one year. Tigger's room is for one to two year olds. Christopher Robin's room is divided into two groups, Pooh's group for two year olds, and Eeyore's group for three to five year olds. All children share the secure outdoor area.

There are 19 members of staff who support children's learning. Appropriate qualifications in childcare and education are held by the majority of staff. These include the Diploma in Nursery Nursing (NNEB) or the National Vocational Qualification (NVQ): Early Years Care and Education levels 2, 3 or 4. The setting receives support from the local authority.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The College Nursery is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan a stimulating range of practical activities for the children which cover the Foundation Stage areas of learning well. However, daily routines and activities are not sufficiently used to challenge and increase children's development particularly in areas of mathematics, but also in developing writing and imagination. Staff are committed to their professional development through attending training, and the development of the curriculum. Staff have recently reorganised the accommodation to allow funded children a separate play area, and there is a good range of equipment and resources in place to support the curriculum. Staff develop good relationships with the children, and interact well with them during their activities. They manage children's behaviour well, but insufficient resourcing or grouping of children occasionally undermines this.

Leadership and management is generally good. The managers have clear roles which support the efficient running of the provision. The supervisor has developed a staff team who work collaboratively, and who are committed to the continual development of the provision. Managers support staff development through the provision of ongoing training, and have clear plans for future developments for the provision of nursery education. The manager has made some progress on issues raised during the previous inspection.

Partnership with parents is very good. Parents receive excellent information about the provision, its policies, and the Foundation Stage. They develop friendly relationships with staff and find them approachable. Staff involve them in their children's learning through sharing achievement records and information daily at handover.

What is being done well?

- Staff plan a stimulating range of activities using an imaginative range of resources to develop children's knowledge and understanding of the world. Staff encourage children to observe how materials change as they play with dried pasta and ice, or coat apples with melted chocolate which is then refrigerated to harden again.
- Children have good opportunities to develop their physical skills inside and outside using a wide range of equipment. Staff support children well as they learn new skills, such as balancing on and jumping off logs.
- Staff develop effective partnerships with parents. They invite parents to termly meetings to discuss their children's achievement records and together identify their next steps for learning. The manager supports the new parent

committee and encourages suggestions and feedback on the provision.

What needs to be improved?

- the development of children's understanding of number and simple calculation through everyday activities and routines
- opportunities for children to write for a purpose during practical activities
- the attention given to encourage and support children's use of role-play to develop imaginative play
- the use of resources and grouping of children during activities to further support high expectations for behaviour.

What has improved since the last inspection?

Limited progress has been made overall since the last inspection. Effective measures have been taken to further involve parents and carers in their children's learning. However, poor progress has been made regarding increasing opportunities for children to use number and calculation every day.

Staff now hold termly meetings with parents which provide excellent opportunities for parents to share their children's achievement records. They discuss and agree their children's next steps for learning, and ways to support this at home. Staff display their daily plans for parents to share, and the termly newsletter sent home contains information about themes and suggested activities such as rhymes to learn.

Staff's knowledge of how to teach mathematics has been increased through provision of training, and they plan towards the early learning goals over the course of the year. However, staff have made little progress in adapting everyday routines and activities to help develop children's understanding of numbers and calculation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy and show curiosity during their activities, concentrating well at their chosen and adult-directed tasks. They develop trusting relationships with staff and increasingly with each other, and show care and concern. Staff manage children's behaviour well, although occasionally organisation of group activities less effectively supports this. Children develop good independence as they look after their personal care, and manage tasks well such as handing out fruit at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well through gesture and words, and listen well during group times. They use language for thinking as they plan how to build their models. Children are beginning to recognise their names, and know that print carries meaning. They very much enjoy stories and rhymes, and look at books independently and with staff support. They develop handwriting skills as they paint, draw and chalk, but have limited opportunities to write for a purpose during practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children develop good understanding of positional language as they play during planned and well-supported activities. They learn about weight as they balance toy bears in the scales, recognising which is heavier and lighter. They learn about shapes as they make coned hats from semi-circles of paper, construct with bricks, and do jigsaws. However, children do not develop understanding of number and simple calculation sufficiently during everyday routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to explore and investigate using a wide range materials. They learn about technology as they use the microwave to melt chocolate to coat apples, and notice how it hardens again once refrigerated. They plan and problem solve as they make models, deciding on materials needed, such as wool for horses reins. They have good opportunities to learn about their environment as they visit local shops, parks, the library, and areas of the college.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to move in various ways, and confidently use larger equipment outside. They show good awareness of space, opening the gate carefully to avoid bumping other children and manoeuvring into spaces under the climbing frame. They develop good dexterity as they use cutlery, paint brushes and crayons, dress small play people and manipulate puzzles. They are aware of healthy practices, such as putting on coats to go outside, and washing hands before lunch.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore texture and colour. They enjoy free painting, and playing with a mixture of pasta and ice. They sing favourite rhymes together, and respond to experiences using their senses. They smell the pasta and grimace their distaste, or show pleasure as they smell melted chocolate. Although children use their imagination well during activities such as art and small-world play, staff do not sufficiently encourage them to develop role-play.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop children's understanding of number and simple calculation during everyday activities and routines
- improve opportunities for children to write for a purpose during practical activities, and encourage and support children's access to role-play.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.