



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 310351

DfES Number: 511997

### INSPECTION DETAILS

Inspection Date 28/01/2003  
Inspector Name Shirley Leigh Monks-Meagher

### SETTING DETAILS

Setting Name Melrose Private Day Nursery School  
Setting Address Melrose Private Day Nursery School  
Sale  
Cheshire  
M33 3AZ

### REGISTERED PROVIDER DETAILS

Name Mrs Jacqueline Knutton

### ORGANISATION DETAILS

Name  
Address

## 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
Melrose Day Nursery has been in operation since 1970 and it has been under the present management since 1994. It is registered for 40 children aged from birth to five years and is open Monday to Friday from 8-00 a.m. until 6-00 p.m., 51 weeks of the year, closing only for Christmas and bank holidays. Children's attendance varies within these limits. It mainly caters for children from the local community and some whose parents work in the locality. There are currently 65 children on roll which includes one funded three-year-old and one funded four-year-old. Neither of these children have been identified as having special needs and both speak English as their first language. The Nursery is situated in Sale, Cheshire, which is a suburban area to the south of Manchester. Accommodation is on the ground and first floor of a converted, detached private dwelling and, in addition, children have access to a secure garden with both paved and grassed areas. Babies and younger children use the ground floor whilst pre-school children have two bright playrooms on the first floor. Twelve staff work directly with the children, of whom, eight hold recognised qualifications and one is working towards these. The Nursery is a member of the National Day Nursery Association and enjoys support from the local Early Years Partnership. Extra-curricular Sport-Tot sessions and dance sessions are available to the three-five year-old children weekly.

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

### **How effective is the nursery education?**

Melrose Private Day Nursery offers good quality nursery education overall where children enjoy learning through a wide range of stimulating activities. High priority is given to personal, social and emotional, communication, language, literacy and mathematical development, where children are making generally good progress. Children make generally good progress in physical and creative development and also in developing their knowledge and understanding of the world which does however have some weak aspects. The teaching is generally good with some minor weaknesses, staff use their secure knowledge of the Early Learning Goals to plan a stimulating educational programme across all six learning areas and an assessment system of the children's progress is in place in response to a key issue from the previous inspection, however, this is being further developed to inform future planning. Good relationships are formed with children. Praise and encouragement and a sensitivity to children's individual needs fosters confidence and self-esteem promoting the children's good behaviour within a clear framework. Staff provide good resources for children however, sufficient time is not always given to children to extend and consolidate their learning. The leadership and management of the setting is generally good. Much of the success of the setting is due to strong, well-structured management systems which ensure a shared understanding of good early years practice and on-going staff development. The partnership with parents and carers is generally good. The parents are well informed about the ethos of the setting and children's early learning goals. Children's progress is shared informally and formally. Parents are given good clear information on activities and ideas on how to extend children's nursery learning at home.

### **What is being done well?**

\* Children are confident learners demonstrating enthusiasm and lively interest in activities. \* Children are confident and fluent speakers, sociable and have caring relationships with peers and staff. \* Children are competent mark-makers and write spontaneously for a variety of purposes and they freely access books which they handle with care and enjoyment. \* Children learn about shape, texture, pattern, sequencing, comparing and calculating in practical, everyday activities. \* Children use small tools with good developing skill and increasing control. \* Strong leadership and management provides a shared ethos of good quality early years principles and a commitment to staff development ensures continual improvement. \* A commitment to information sharing with parents/carers provides a strong link between home and nursery learning.

### **What needs to be improved?**

\* Opportunities for children to further develop personal independence skills at meal and snack time. \* Increased opportunities for children in Information and

Communication technology. \*Children need sufficient time to complete chosen task(s) to extend or consolidate their learning. \*Children's assessments should clearly inform future planning.

**What has improved since the last inspection?**

The setting has made very good progress since the last inspection. Staff have attended training and now plan with knowledge and confidence across all six learning areas. A children's assessment system is in place however this needs further development to enable staff to use it as a working tool to inform future planning. Communication, language and literacy is given high priority in the planning and children's listening skills and mark-making skills are now a strength. The environment is print rich with named work, displays and children's comments. Resources are well labelled. Children have easy access to creative materials, wide and varied role-play opportunities and record their observations through drawings, painting and writing.

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in personal, social and emotional development. Strong emphasis is given to this area. Children are confident, interested and motivated to learn, they select resources and display high levels of concentration and perseverance. Children have formed good relationships and express their feelings and needs. They are well behaved, share and take turns and show concern for each other. Children are developing some personal independence skills.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in this area. Children are fluent speakers, they listen well responding to instructions and stories with enjoyment and good recall. They freely access books which they handle with care. They follow print with their finger and recognise simple words and their names, linking letters to sounds. Children write in practical everyday activities using recognisable letters. Children are developing language for thinking.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. Children enjoy counting in a variety of situations, can count reliably beyond ten and recognise some numerals. Children use mathematical language in a meaningful way to solve practical problems and use simple addition and subtraction in practical activities, rhymes and discussion. They show good problem solving skills when completing jigsaws, recognising shapes and creating 3D models.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in this area. Children are learning about a sense of time as they discuss and recall past events and holidays. They learn a sense of place on trips out, in the garden and the local environment. They learn how to shape, assemble and join materials as they make models with commercial kits, natural materials and play dough. Children learn simple computer skills however have few opportunities with programmable toys. They celebrate festivals like Diwali.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. Children move confidently and skilfully showing increasing control and enjoyment. They climb, hop, balance and run. Children enjoy dance and move about rhythmically attempting new challenges. Children judge and negotiate space well and move about safely. Children have good	

hand/eye coordination and use a variety of small tools and equipment with developing control and skill.
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<b>CREATIVE DEVELOPMENT</b>
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Judgement:	Generally Good
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Children are making generally good progress in this area. Children show good imagination in role-play as they use props to illustrate situations, and in songs and stories as they act them out. They sing simple songs from memory. Children select from a wide range of creative materials and produce constructions, collage and paintings exploring their own creativity and ideas. Children explore musical instruments and move rhythmically to music in dance sessions.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Develop the educational programme in knowledge and understanding of the world to enable children to have opportunities to investigate and explore the uses of everyday technology e.g. camera. hinge. nuts and bolts, springs, keys and locks and use information and communication technology and programmable toys to support their learning i.e. cause and effect. Review the effectiveness of teaching methods to ensure children have sufficient time to extend, consolidate their learning and complete chosen tasks.