



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY217824

DfES Number:

### INSPECTION DETAILS

Inspection Date 17/01/2005  
Inspector Name Susan Riley

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Headstart Nursery  
Setting Address South Road  
Bourne  
Lincolnshire  
PE10 9LU

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Diane Smith & Susan Jenkins  
Address The Old Rectory, 5 Northfield Road  
Quarrington  
Sleaford  
Lincolnshire  
NG34 8RT

## 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

Headstart Nursery is a privately run provision which has been operating since 1994. It is one of a group of four nurseries in Lincolnshire. The nursery operates from a two storey building situated within a short walking distance of the town centre. There is an enclosed outdoor play area attached to the premises. The nursery serves the semi-rural community and surrounding villages.

A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:00 for 51 weeks of the year. Closing for all bank holidays and Christmas week. There are currently 130 children from 6 months to 11 years on roll. Of these 12 children receive funding for nursery education.

The nursery employs twelve members of staff. Seven of the staff, including the manager hold appropriate early years qualifications. Five staff are working towards a qualification. The nursery receives support from the Lincolnshire Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Headstart Nursery provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals. In the areas of mathematical and physical development the progress they are making is very good.

The quality of teaching is generally good. Relationships between children and staff are good, staff actively play with the children to enhance their learning. Staff have high expectations of children's behaviour and promote this through positive praise and encouragement. Staff have a reasonable understanding of the early learning goals and of how children learn through play. Staff plan a good balance of activities and experiences for children, however not all areas of learning are sufficiently covered. The staff do not always use the range of resources and equipment effectively to extend children's learning.

The leadership and management of the setting are very good. The whole nursery has a committed approach to meeting the needs of all children in their care. Effective strategies are in place to monitor and enhance the setting. Staff regularly attend training to improve their knowledge and understanding in order to improve the care and education of the children. Staff work very well together as a team and are good role models for children.

The partnership with parents and carers is very good. Parents are provided with good clear written information about the setting, its routines and the Foundation Stage. Parents are kept well informed about their child's achievements and progress through the formal and informal systems in place. Staff provide a welcoming atmosphere for parents and make themselves available at any time to talk with parents to share information.

### What is being done well?

- Staff build good, warm relationships with the children which promotes their confidence and self-esteem. The children are sociable and learn how to work co-operatively with one another.
- Staff use effective strategies to promote good behaviour, they give children clear and consistent boundaries. Their calm and polite manner sets a good example for children.
- Staff have a clear understanding of the importance of the partnership with parents and carers, which has a positive impact on children's development and learning.
- The children have many opportunities for counting during formal activities and within the daily routines.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.

**What needs to be improved?**

- planning, to ensure the full range of early learning goals are covered
- more opportunities for children to use their own imagination within their art and design work
- more opportunities for children to freely write or make marks within their play
- more opportunities for children to use simple tools and techniques safely.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident within the setting; they are interested in the activities provided and demonstrate motivation and enthusiasm for learning. Children are confident to try new activities and speak in a familiar group. Some children have formed own friendship groups whilst others are still developing. Children have an understanding of the boundaries and expectations of the setting. Some children demonstrate increasing independence in selecting and carrying out activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to use language to discuss issues in familiar groups. Some children are able to negotiate with others and use speech in imaginary situations. Children enjoy listening to stories and respond with enjoyment and enthusiasm to singing songs. They understand that print carries meaning and most children are able to recognise their own name. Children's formal writing is developing, however there are limited opportunities for children to make marks or write within their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children counting skills are developing very well, they are able to count confidently beyond ten. Some children can recognise numerals and demonstrate the value of numbers. Children's calculating skills are developing, they are able to add one more. They are able to recreate simple patterns. Children use mathematical language within their play, demonstrating understanding. They are starting to develop mathematical ideas to solve practical problems. Children enjoy number songs and rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the local community and the wider world. They are beginning to develop an understanding of their own culture and beliefs and those of other people. Some children demonstrate a sense of time by talking about the past and present events in their lives. Children confidently use ICT to support their learning. There are limited opportunities for children to try out a range of tools and techniques safely within their design work.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence and in safety around the setting. They are developing a good awareness of personal space for themselves and others. Children use a range of large and small equipment confidently and with increasing control. They are aware of hygiene routines with regard to hand washing. Children are competent in using a variety of tools and materials within their play and to support their independence at mealtimes.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have opportunities to explore colour, texture, shape, form and space in two and three dimensions. They enjoy musical activities and sing songs from memory. Children play imaginatively in role-play situations and are able to take on various roles. They respond in a variety of ways to what they see, hear, smell, touch and feel. There are limited opportunities for children to express and communicate their own ideas, thoughts and feelings within their art and craft.

**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**

- improve planning to ensure a balanced curriculum effectively covering all areas of learning,
- provide more opportunities for children to use their imagination within their art and design work to develop their own creativity,
- provide more opportunities for children to mark marks or write for a variety of purposes within their play,
- provide more opportunities for children to develop their skills with using a range of tools and techniques safely, to shape, assemble and join materials.

*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.*