



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131825

DfES Number:

INSPECTION DETAILS

Inspection Date 17/12/2004
Inspector Name Amanda Jane Tyson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Playtime Nursery
Setting Address Church Rise
Chessington
Surrey
KT9 2HA

REGISTERED PROVIDER DETAILS

Name The partnership of Mr R D Burge & Mrs J L Burge

ORGANISATION DETAILS

Name Mr R D Burge & Mrs J L Burge
Address Church Rise
Chessington
Surrey
KT9 2HA

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

Playtime Nursery opened in 1979. It operates from a one-storey building, which is converted into three rooms and a conservatory, with toilet facilities, a small office and kitchen area. There is an outdoor play area, which provides both grassed and paved play areas. It serves the local area and is located within easy commuting to Kingston town centre.

There are currently 61 children from five months to five years on roll and this includes eight funded 3 year olds. There are currently no funded four year olds on roll. Children attend for a variety of sessions. The setting has the provision to support children with special needs and those who speak English as an additional language. Transport is provided for taking and collecting some children from nursery school.

The nursery opens five days a week all year round from 07:30 to 18:00.

There are 14 staff and the owner working with the children. Most staff are full-time and all have early years qualifications, to at least NVQ level 2 or are working towards this. The setting are working towards the Quality In Learning and Teaching accreditation (QuILT) and receive support from a teacher/mentor from the 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?

Playtime Nursery provides high quality nursery education, where children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are committed and motivated to providing an exciting and interesting curriculum, which is enhanced by their sound knowledge of the early learning goals. Children are consistently absorbed in a hive of activity, they exude happiness and confidence and are inquisitive and interested in learning. The free-flow organisation of activities encourages high levels of independence. Topics and themes are exceptionally well supported with a wide range of excursions, very good use is made of the developing outdoor play area and the inclusion of maths and literacy learning opportunities, within all play activities is inspirational. Children's progress towards the early learning goals is well monitored and documented and used to inform curriculum planning. However, individual next steps for learning are not consistently identified for all children.

The highly effective leadership and management ensures a reliable, consistent and dedicated staff team. Staff training and development opportunities are good and staff morale is high. The management team have a united approach, they demonstrate a clear vision for the future and their participation in the "Quality In Learning and Teaching" accreditation scheme highlights a pro-active approach to improving practice and the provision for nursery education.

Partnership with parents is very good. High levels of written and verbal communication keep them informed of curriculum plans, group learning intentions and nursery activities. Whilst children's assessment reports are evaluative, examples are not consistently detailed. Methods for encouraging parental contribution to learning are particularly innovative and parents are highly committed to supporting the emphasis of enabling children to "learn through play".

What is being done well?

- Children's motivation in learning, high levels of self esteem, happiness and confidence is fostered by staff's keen interest, and exciting curriculum plans. Children are eager to share their experiences in large group times, which are exceptionally well managed by skilled staff communication techniques and enable all children to fully participate.
- Staff's observations of children's learning and development are recorded with clear examples.
- The free-flow organisation of the nursery setting encourages children to choose their own activities and initiate their own play. They select resources for themselves, design their own models and pictures and are encouraged to manage practical self help tasks.

- Very good outdoor play opportunities throughout the day, provide children with a high level of large motor challenges, fresh air and explorative activities.
- Staff have a comprehensive understanding of how children learn through play. Opportunities for children to experiment and develop their learning of maths and literacy are skilfully incorporated into a wide variety of activities, both indoors and outdoors.
- "Patch the dog" provides an excellent resource to encourage discussion and parental contribution. Children take it in turns to take "Patch" home for weekends, on holidays and excursions with their families. Children and parents keep a detailed daily diary of his adventures, supported by pictures and photographs. His travels to far away countries positively enhances their knowledge and understanding of the world, community and the home lives of each other.
- Effective and supportive leadership ensures a consistent and motivated staff team.

What needs to be improved?

- the use of developmental observations to identify next steps for learning
- the content and consistency of developmental reports.

What has improved since the last inspection?

Not applicable. (First inspection of nursery education)

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are brimming with excitement as they prepare for a trip to the theatre. They eagerly explore the contents of the programme and delight in sharing their knowledge of the safety rules for outings. Children's self esteem peaks when good behaviour is rewarded with being crowned "king of the castle" and when stuck with the challenge of working the cassette recorder, a queue of willing helpers are at hand. Children confidently attempt their own practical care and help themselves to resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are exceptionally willing participants and absorb themselves in group story time. The festive season is used well by staff to encourage emergent writing, the children write present lists, send cards and the wealth of captions and labelling displayed around the nursery ensures their developing understanding of purposeful print. Children confidently share their weekend news to a large group and staff exploit opportunities to engage children in interesting and worthwhile discussions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore feet size with tape measures and identify the numerals displayed on the variety of clocks in Santa's workshop, showing times around the world. They squeal with delight, inspiring each other as they repeatedly try to balance scales with pebbles and weights and help each other to construct balanced models in the garden. Giant dice provide fun games and challenge children to identify higher and lower numbers. They count to high numbers and use number language in context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children search the globe to identify the North Pole and excitedly identify that "when you go up in an aeroplane to see Santa, the clock changes". Children were fascinated by the Chinese telephone box, when they visited China town and had fun experimenting with chopsticks. Learning of community roles is brought to life by visiting parents in their professional uniforms and the nursery's pro-active involvement in local community life. Children confidently operate programmable equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

The developing outdoor play area provides good all weather opportunities. The climbing frame challenges children's large motor skills and the wide range of other equipment enables fun and co-operative play. They delight in exploring the garden in the dark with torches, splashing in the rain with their umbrellas and laugh as their breath makes "smoke" in the cold. Small tools and construction are freely available and children use them with confidence and skill.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Christmas puddings are described as "hard" and Turkey as "wet" as children experiment with taste and touch. When dressed as Santa or his Elf, they are absorbed with writing lists, using the work bench tools to mend toys and wrapping presents. Mary gently kisses baby Jesus, in nativity small world and elaborate presents and Christmas tree decorations are independently designed and created. Children are enthused by action songs and bells are eagerly shaken in time to "jingle bells".

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following;
- consider ways to improve the use of the current, well documented observations of children's development to set "next steps" for learning, ensuring full parental participation to enable consistency of learning support between home and nursery
- develop staff's skill in report writing, to veer away from evaluative statements, and toward giving more literal examples.

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.