



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219934

DfES Number: 597111

INSPECTION DETAILS

Inspection Date 21/02/2005
Inspector Name Andrea Ewer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Caring Kindergartens Ltd (Daventry)
Setting Address Arnex House, London Road
Daventry
Northamptonshire
NN11 4DS

REGISTERED PROVIDER DETAILS

Name Caring Kindergartens Ltd. 2928135

ORGANISATION DETAILS

Name Caring Kindergartens Ltd.
Address The Poplars
High Street, Pitsford
Northampton
Northamptonshire
NN6 9AD

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

Caring Kindergarten Day Nursery is one of five nurseries. It opened in 1999 and operates from rooms in Arnex House, in Daventry. A maximum of 90 children may attend the nursery at any one time. The nursery opens each weekday from 08:00 to 18:00 all year round. All children share access to a secure outdoor play area.

There are currently 67 children aged from 3 months to under 5 years on roll. Of these, 31 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children who have special educational needs and those who are learning to speak English.

The nursery employs 18 staff. Eleven of the staff, including the manager, hold appropriate early years' qualifications. Seven staff are currently on training programmes.

The nursery receives support from the Northampton 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?

The provision is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a developing knowledge of the Foundation Stage. They plan a range of worthwhile activities that stimulate children well. Plans are based on the six areas of learning and clearly identify learning objectives. At times, however, the focus on the learning intention restricts children from communicating and developing their own ideas. Observations and assessments are not sufficiently linked to the stepping stones. As a result, some areas of learning are not planned for, and assessments are not used to plan what children should do next. Activities are not always extended to challenge more able children, particularly in the area of maths, literacy and creative development. Systems are in place to support children who have special needs and who are learning to speak English. Children's behaviour is well managed and staff have positive relationships with them. Generally, space and routines are well organised. The position of the book corner deters younger children from looking at books for enjoyment and, overall, children do not select resources for themselves.

Leadership and management of the nursery is generally good. There are clear aims for the care and education of children, and staff are clear about their roles and responsibilities. There is a strong commitment to training and development to enable children to make progress towards the early learning goals. Management do not make effective use of evaluation to monitor all aspects of the nursery.

The partnership with parents is generally good. Good quality information about the nursery and the education curriculum is available. Staff regularly share information about children, however, there are insufficient opportunities for parents to share what they know about their child's learning when they enter the Foundation Stage.

What is being done well?

- Children maintain good levels of concentration. They listen carefully during stories and follow instructions well during group activities.
- The broad range of worthwhile visitors to the nursery, visits to places of interest and participation in fundraising for charities around the world provides children with a good knowledge of their local environment and the wider world.
- Children use their imagination well during role-play and when using small world resources. They describe what is happening, assign roles to each other and act out various situations.

What needs to be improved?

- the gaps in the curriculum including: opportunities for children to write for a variety of purposes, more able children's knowledge of calculation and problem solving, the use of information and communication technology and programmable toys, and recognising the changes that happen to their bodies when they are active
- the use of evaluations to effectively monitor the overall educational provision at the setting
- staff knowledge of the Foundation Stage and ensuring that observations and assessments are more closely linked to the stepping stones and are used to plan for the next steps in children's learning
- the organisation of space and resources to encourage children to look at books for pleasure and make the best use of resources in all areas and to ensure that children can access resources for themselves and sufficiently initiate their own ideas
- the system for obtaining information from parents about what their child can already do when they enter the Foundation Stage.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Planning has been reviewed to include the six areas of learning, and staff clearly identify learning outcomes for children. Children's assessment records have been developed, however they are not sufficiently linked to the stepping stones. Assessment records have recently been reviewed by the organisation to ensure they link more closely to the stepping stones. A programme is in place to train staff to use assessment records to plan for the next steps in children's learning more effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children participate enthusiastically in activities and are keen to learn. They have good relationships with adults and their peers. Children are familiar with nursery routines, understand what is expected of them and behave well. They co-operate and take turns during free play. Children are developing their personal independence and are becoming confident in self care, however children rarely select resources to develop their own ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with confidence. They regularly share experiences, recall past events and describe what they are doing. Children listen carefully and follow instructions well during group activities. They enjoy stories and understand that print carries meaning, however they rarely look at books for pleasure. Younger children make marks and are starting to assign meaning to marks, however they do not write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language appropriately during everyday activities. They talk about size, shape and position when playing in the sand and during circle time. Children recognise numbers and shapes and count confidently. Older and more able children have insufficient opportunities to develop their understanding of calculation and problem solving in practical activities and everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children participate in a wide range of interesting and meaningful activities that helps them to understand the world. They visit the local supermarket, the park and the zoo, and enjoy visits from the emergency services. They learn about living things whilst caring for the nursery pets and observe change and growth by planting flowers and vegetables. Children have limited use of computers and programmable toys. They share experiences of holidays around the world to increase their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the nursery with confidence. They walk up and down stairs carefully and crawl, hop, jump and run. Children negotiate space well, changing their speed to increase control when riding bikes and chasing each other. Children are developing an awareness of being healthy, however opportunities to recognise what happens to their bodies when they are active is limited. Children develop their small muscles by using small tools and objects with increasing control and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore different media and materials as they paint and create collages. However, there are insufficient opportunities for children to fully express and communicate their own ideas. Children sing songs and enjoy rhymes, and are learning how sounds can be changed with the regular use of musical instruments. Children use their imaginations well during role-play and when using small world resources.

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

- continue to develop staff's knowledge of the Foundation Stage
- develop opportunities for children to initiate activities and select resources for themselves
- continue to develop the use of evaluations to effectively monitor all aspects of the nursery and the educational programme
- develop the system for obtaining information from parents about what their child can do when they enter the Foundation Stage.

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.