



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 310265

DfES Number: 544223

### INSPECTION DETAILS

Inspection Date	15/12/2004
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Adventure Tots Children's Nursery
Setting Address	Chapel House Victoria Road, Padiham Burnley Lancashire BB12 8RF

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Rachael Leaver, Ben Leaver and Maureen Leaver
Address	6 Westminster Close Simonstone Burnley Lancashire BB12 7ST

## 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

Adventure Tots Childrens Nursery has been registered since October 2000. The nursery is privately owned by Miss Rachael Lever, Mrs Maureen Leaver and Mr Ben Leaver.

The nursery provides care on a full and sessional basis and operates a school holiday club for children over five years. Hours of opening are from 8:00 to 17:30, Monday to Friday. Morning sessions are from 8:00 to 12:00 or 13:00 if lunch is required. The afternoon sessions start at 13:00 to 17:30 or 12:00 if lunch is required.

The nursery building is single storey that was previously converted from a church. The nursery is situated on Victoria Road in Padiham off the main A671 from Padiham centre or from Burnley centre. Children under two years have access to a baby unit and children aged from two up to five years a main play hall. Other areas include a reception entrance area, pram storage area, office, cloak room, physical play room, library area, pre school area, bathroom and changing area, kitchen and rear garden.

There are 60 children on role and 22 of these are in receipt of Early Years funding. The nursery currently supports children who speak English as an additional language.

There are four staff working in the baby unit. All have Nursery Nursing qualifications as have the six staff working with the children from two years to five years. The owner who works as the nursery manager, and a deputy manager have both completed a Diploma in Management in Early Years. A cook, cleaner and a secretary form part of the staff team and there are supply staff to cover in emergencies and holidays.

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

### How effective is the nursery education?

Adventure Tots Children's Nursery provides high quality nursery education where children are making very good progress in all six areas of learning.

The quality of teaching is very good. The staff work well together as a team and are all fully involved in planning a broad and balanced programme of activities. The nursery is well laid out and staff organise the grouping of children and resources to ensure that they learn the most from coming to the nursery. The staff promote children's personal social and emotional development particularly well ensuring that all children's learning is extended. A good level of sensitive interaction takes place between the staff and children. The staff use very good teaching methods to sustain children's interest and involvement by changing rooms and resources regularly, but also allowing plenty of free choice. The resources are stored to aid children's self selection, except for the use of the computer. The staff manage children's behaviour well.

Leadership and management are very good. Staff responsibilities are clearly identified on the nursery operational plan. The nursery manager and deputy also work with the funded children and act as good role models, leading by example. The staff team is highly organised in their approach teaching. Staff development is given high priority. Regular staff appraisals take place and staff also evaluate the quality of the educational programme.

Partnership with parents is very good. The staff welcome parents and carers into the nursery each day and work hard to establish and maintain good relationships. Parents and carers are encouraged to support their children's learning by sharing their observations from home as well as photographs of family celebrations and children's achievements. These are added to the children's 'Tots Books'.

### What is being done well?

- Promoting children's personal, social and emotional development is a strength. The children are given plenty of responsibility for their learning. They freely choose between activities and resources. They are very confident.
- Staff very effectively foster caring attitudes between the older and younger children. The older children help the younger children tidy up. They enthusiastically join in when younger children choose which songs to sing. The children's behaviour is very good. Staff lavishly praise the children and give them star stickers as rewards. They make the children feel valued and important.
- The children are becoming confident speakers at circle time. They have plenty of opportunities to make marks on paper and label their own work.

They are learning to recognise several letters.

- The children know a very good repertoire of songs. They all join in enthusiastically and enjoy acting them out. They also enjoy regular music and movement sessions.

<b>What needs to be improved?</b>
● the children's access to the nursery computer.



<b>What has improved since the last inspection?</b>
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Personal, social and emotional development is a major strength of the provision. The older children mix happily with the younger children and are sensitive to their needs. All children are developing good levels of personal independence regardless of their age or stage of development. Children are very well behaved and respond well to the staff. They settle easily and enjoy the activities on offer. They are developing very good levels of confidence and concentration.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children are confident enough to share their news and ideas as part of a whole group activity. Both older and younger children sit and listen attentively. A good level of interaction takes place at all activities. The children are learning to recognise the initial letters and sounds of words. They label their own work. The younger children copy their names. The children enjoy listening to and acting out stories and are beginning to understand how books work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Very good use is made of number songs to promote children's mathematical awareness. The children are becoming confident in counting and in small number operations, such as, 'How many altogether?' Their mathematical learning is reinforced through practical activities, such as making and counting playdough shapes. The children are learning about spatial awareness as part of junk modeling and construction. They have good opportunities to practise mathematical skills, such as matching and sorting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children are developing a very good awareness of time. They share their news and discuss the things they have done. They look at living things, such as feeding 'Nemo', the goldfish and growing things in the garden. The children learn about people's roles through visits from police and firemen. They are developing a good understanding of their local environment and often go on trips out. They often build using boxes and construction sets. Children have some limited access to the computer.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Physical development is promoted each day regardless of the weather. The children have access to a grassed outdoor area. In wet weather, they use the 'Adventure Room' well for physical development. The children are gaining good bodily control when joining in with regular music and movement sessions. They use a wide range of tools safely and well with increasing control. They learn about their bodies and the discuss how they feel hot after exercising.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children freely experiment with a wide range of media. They have good opportunities to carry out sensory exploration, such as feeling jelly and gloop. The children know a very good repertoire of songs which they sing enthusiastically and with a good sense of rhythm. They use their imagination particularly well, for example, making an island in the sand and a rocket using reclaimed materials. Some good music and movement sessions help children to use their imagination in their movements.

**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:
- develop the children's access to the nursery computer to support their learning

*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.*