



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305035

DfES Number: 515389

INSPECTION DETAILS

Inspection Date	02/03/2005
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care
Setting Name	Cuddington Nursery & Network Link Club
Setting Address	Ash Road Sandiway Northwich Cheshire CW8 2NY

REGISTERED PROVIDER DETAILS

Name	Network Nurseries Ltd 2386673
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ORGANISATION DETAILS

Name	Network Nurseries Ltd
Address	29 Patch Croft Road Manchester Lancashire M22 5JR

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

Cuddington Nursery and Network Link Club opened in 2001. It operates from one room within Cuddington Primary School, and has access to an outside play area. The nursery serves the local area.

There are currently 28 children from two-and-a-half to four years on roll. This includes 15 funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The group supports children who have special educational needs.

The nursery opens five mornings a week during school term times. Sessions are from 9:05 to 11:35.

Three full time staff work with the children. Two have early years qualifications. The setting receives support from from a teacher 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?

Cuddington Nursery and Network Link club provides good quality education which enables children to make generally good progress towards the early learning goals. Provision for communication, language and literacy, mathematics, knowledge and understanding of the world and physical development is well-planned and children are making very good progress in these areas.

The quality of teaching is generally good. The staff and children enjoy very good relationships.

Communication is a positive feature within the nursery, with emphasis on talking about children's experiences and developing vocabulary through a wide range of activities. The children generally behave well and respond to simple nursery rules. The circle time is very well-managed and children are learning with enthusiasm. However, planning and organisation of some large group activities do not always encourage effective and challenging learning. Physical development is promoted well, and activities in the outdoor area are imaginative.

The staff have a good knowledge of the stepping stones and early learning goals, and use this to assess the children's progress. They evaluate activities, observe how children are developing and complete records which show profiles of individual development. The key worker system is effective factor in deciding what children are to learn next as the staff know their children well.

The leadership and management of the nursery is generally good. The supervisor is confident and motivates and manages her team well, although there are some areas of staff deployment which are not fully effective.

The partnership with parents is very good. The parents clearly value the relationships with the staff, and the opportunities they have for talking with the key workers each day. They have regular meetings to discuss their children's progress. The parents are able to support their learning at home as they receive information about topics with suggestions for activities.

What is being done well?

- The staff plan an inventive, interesting curriculum to stimulate children to learn about the environment and the local and wider community. This area is well-supported by parents and the school.
- Relationships between staff and children are fostered well through a cheerful, friendly approach. The staff listen carefully to the children's concerns and encourage them to talk about their families. Children talk enthusiastically about what they are doing and learning.

- The children's physical development is being promoted very well. The staff plan interesting activities which encourage children to move confidently and with good coordination. They make good use of the attractive outdoor area, and planned activities using the equipment in the school hall.
- The daily circle time is a strong feature of the daily programme. It is well-taught and children respond with interest to the discussions about the date and weather, the current topic, letter and number of the week. Skills of counting and simple calculations are developed well here and reinforced throughout the curriculum.
- Parents and staff have good relationships. Parents express very positive views about the care and education which their children receive. The staff ensure that parents are fully informed about their children's progress by having meetings once a term to review their records. They prepare regular newsletters about topics so that parents can help to support the children's learning at home.

What needs to be improved?

- staff deployment so that all children are supported in large groups
- the use of resources and activities to help children develop their own creativity when exploring colour, texture, shape and form
- the organisation of snack time in order to challenge and extend children's personal independence

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested, excited and motivated to learn. They have good relationships with the adults. The children generally behave and concentrate well, although sometimes overly long activities contribute to restlessness. They are encouraged to be independent in choosing activities, and are able to take care of their personal needs, although snack time is not fully utilised as an effective learning experience. There is a positive sense of own and wider community in the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The adults and children talk and listen to each other with interest and enthusiasm. Resources such as a model village encourage the children to talk about their families and the environment. Children enjoy role play in the garden centre or dressing up as different characters. They recognise their own names, and write them on Mother's Day cards, beginning to form letters correctly. They enjoy books and stories, such as The Very Hungry Caterpillar and handle books well.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to make simple calculations when they count numbers in the group, and compare them to numbers in the register. They recognise numbers 1 to 10 when they put magnetic numbers in order. They learn about capacity when measuring with different containers in the water tray. Children compare the height of towers of blocks and weigh parcels in the post office role play. When they enjoy singing Five Bananas in the Banana Tree they are beginning to learn about simple subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Ingenious and interesting activities help children to explore, observe and experiment, for example when they add food colour to white carnations to see what will happen, or when they find out what a digger is doing in the school grounds. They make models, such as an 'inventive animal' called Godlilocks out of junk materials, using glue and sticky tape. They learn about the natural world when birds of prey come to visit. Visits from fire fighters and nurses give them a sense of community.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move energetically, confidently and with good coordination when they play hide and seek outdoors. Structured activities using the equipment in the school hall allow them to develop good skills of climbing and balance. Children are taught to handle paint brushes, glue sticks and pencils. They are learning new skills when they use a radio controlled model car. Healthy eating is encouraged during snack time, and they learn about what happens in the body when they look at x-rays.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy exploring how sounds are made when they experiment with the tuned pipes in the outdoor garden. They make simple rhythms with musical instruments marching in the corridor. There are opportunities for exploring colour as they paint and make models out of junk materials, but children do not develop their own creativity in this area. Children enjoy imaginative play as they dress up as a queen, or play with the small world figures in the village.	

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

- deploy staff more effectively so large group activities are better supported, and children are helped to extend their personal independence during routine times
- improve opportunities for children to develop their own creativity when exploring colour, texture, shape and form.

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.