



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY103941

DfES Number: 544262

INSPECTION DETAILS

Inspection Date 22/03/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tinkerbells Private Nursery
Setting Address 41 Beech Grove
Ashton-on-Ribble
Preston
Lancashire
PR2 1DU

REGISTERED PROVIDER DETAILS

Name Mrs Vanessa Elizabeth Anne Mounsey

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

Tinkerbells Day Nursery was first registered in March 2002. It is situated in Ashton on the outskirts of Preston, in a large detached Victorian house and it offers full day care for 51 weeks each year from 07:30 to 18.00.

Registration is for a maximum of 55 children aged from birth to 11 years of age. In addition to day nursery provision, children from the age of 4 up to the age of 11 years attend the out of school club each day and during the school holidays.

There are 75 children on roll and this includes 30 funded children. The setting can support children with special educational needs. Funded children are accommodated in two rooms on the first floor of the building. They are grouped according to age. They have access to toilet facilities on this level. Outside there is a secure play area to the front of the nursery.

The staff team comprises of a manager, who is supernumerary and a deputy who is the registered provider, together with a team of 14 staff. There are four qualified staff who work with funded children and two trainees. Both room leaders have an NVQ level III in Childcare and Education, as does a third staff member. The fourth qualified member of staff has a BTEC Diploma. Trainees are undertaking an NVQ in Childcare and Education at level II. The setting is supported through the local early years partnership.

Staff have established links with some local schools that children progress to, to enable them to have a smooth transition to school life.

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

How effective is the nursery education?

The educational programme provided at Tinkerbells Nursery is of high quality and enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of foundation stage curriculum and a good understanding of how children learn. This enables them to plan effectively to promote learning. Children are happy and secure and warm relationships are evident. Planning is structured around the early learning goals and staff note individual children's responses to activities to enable them to meet children's needs. Assessments for older funded children cover all aspects of foundation stage curriculum. However, this is not always the case for younger funded children, where some minor gaps in their assessments mean that records do not always provide a full picture of their progress.

The quality of leadership and management is very good. The setting has sound aims, which staff put into practice. There are systems for monitoring and evaluating provision and staff are undertaking a quality kitemark scheme which enables them to identify their strengths and areas to be developed. Staff are enthusiastic about their roles in meeting the needs of children and their families. There is a commitment to training and the setting's manager is undertaking a foundation degree in early years. Ideas from training are brought back to the setting and put into practice.

The partnership with parents and carers is generally good. Parents are very well informed about what their children are learning and ideas are provided for how they can support their children's learning at home. Parents have open access to children's records and information is shared informally on a daily basis. However, written records of progress are not shared frequently and parents' comments are not added to children's records to provide a fuller picture of children's attainment.

What is being done well?

- Children come into the setting happily and they settle quickly to activities. They are secure and confident in the welcoming environment provided.
- The quality of teaching is very good, with a wide range of activities provided that interest children and motivate them to learn.
- Good relationships between staff, children and parents support learning well.
- Children have good opportunities to find out about where they live and to learn about the roles of adults in the community.
- Good leadership and management in the setting has a positive effect on improving teaching and children's learning.
- Staff have high expectations for children's behaviour and children are well

behaved and display consideration and good manners.

What needs to be improved?

- assessment procedures, to ensure that the progress records of the youngest funded children reflect all aspects of the early learning goals in the six areas of learning
- the frequency with which records are shared with parents and the addition of their comments as part of an ongoing process.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Good relationships support children's learning effectively and they are confident and secure in the welcoming environment provided. They are well behaved, displaying consideration and good manners. There are good opportunities for children to express their feelings and they respond well to praise and encouragement. They have many valuable opportunities to be independent as they pour their own drinks, lay the table for lunch and make sandwiches. Children concentrate and persevere at activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well as they share news and make up their own stories. They are learning about letter shapes and sounds and they have good opportunities to recognise print and to use books. There are many valuable opportunities for them to write for real reasons, for example, taking orders in a role play cafe and making cards and labels. Children display confidence as they recognise their names and routines support this area of learning well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently as they find out how many cups are needed for snack time. Number rhymes are used to help children gain an understanding of subtraction and practical activities, such as laying the table for lunch, provide good opportunities for solving mathematical problems. Children can order objects according to size and they discuss quantity during sand play and as they make rock buns. They engage in sorting and matching activities and they are able to complete patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate materials and objects with interest. They plant herbs and bake regularly and they experiment with spaghetti, gloop, magnifying glasses and magnets. They are able to use a computer independently to support their learning. They find out about their environment, with many local visits. Visitors come into the setting to help children understand the roles of adults in the community.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently as they use the outdoor play area at the setting and as they use the large equipment in the local park, which they visit regularly. They are able to balance competently and they have good opportunities to develop their physical skills. They display good dexterity as they pour drinks, use writing materials and use a mouse with the computer. Children are becoming aware of the importance of personal hygiene and healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture both indoors and out. Children use a computer program to create their own pictures and they make models using a variety of materials and tools. Children use their imaginations during role play and as they play with small world resources such as garages and doll's houses. Children enjoy using puppets and masks and specialist dance and music teachers visit the setting each week.

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 improving the following;
- review assessment procedures to ensure that records for the youngest funded children reflect all aspects of the early learning goals in the six areas of learning. Share records with parents of all funded children more frequently and add their comments as part of an ongoing process, to give a fuller picture of children's attainment.

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.