



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 311273

DfES Number: 515651

### INSPECTION DETAILS

Inspection Date 08/10/2004  
Inspector Name Hilary Murden

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Children's Place Ltd  
Setting Address Netherfield Rd  
Ravensthorpe  
Dewsbury  
West Yorkshire  
WF13 3JY

### REGISTERED PROVIDER DETAILS

Name The Childrens Place Ltd 3323047

### ORGANISATION DETAILS

Name The Childrens Place Ltd  
Address The Poplars, Free School Lane  
Halifax  
West Yorkshire  
HX1 2YE

## 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

The Children's Place Nursery Ltd is a purpose built nursery situated in Ravensthorpe, near Dewsbury and is one of a group of nine nurseries. The nursery was established in 1994 and operates as a partnership with Kirklees Early Years Service.

There are playrooms, staff facilities, an office and toilet facilities all on ground floor level. The nursery has a large outdoor play space, which is split into two areas to accommodate the different age groups, comprising of grassed and tarmac areas.

The nursery is registered for 66 children from birth to five years. There are currently 63 children on roll, of whom 20 receive nursery education funding. Of these 20, 6 are funded four year olds. There are 13 children attending who are learning English as an additional language (EAL). The setting does not currently support any children with Special Educational Needs (SEN).

There is a staff team of 12, the majority of who have a relevant childcare qualification. A senior team of six staff including a Training and Development Manager, Quality Assurance manager, Advisory Teacher, Office Administrator, Finance Manager and Liaison Officer also have input into the nurseries. They are members of the National Day Nurseries Association (NDNA) and receive support from the Local Authority.

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

### **How effective is the nursery education?**

The Children's Place Ravensthorpe offers good quality provision to enable children to make generally good progress overall towards the early learning goals. Very good progress is made in personal, social and emotional development and generally good progress in the other areas of learning.

The quality of teaching is generally good. Staff are developing their knowledge of the early learning goals and show good awareness of how children learn through play and exploration. However, planning does not show in sufficient detail what children are expected to learn, or how activities are adapted to meet different needs of the children. Staff have very good relationships with the children and display some quality interaction to extend learning. Very good support is given to children who use English as an additional language, particularly during the settling in period. Positive behaviour strategies have a significant impact on children's attitudes towards learning and to each other. The assessment system is being developed, although presently it is not clear how observations of children's learning are used to monitor progress towards the early learning goals and to inform planning.

Leadership and management is generally good. Staff work together enthusiastically as a team with good support from management. There are procedures in place to enable staff to identify strengths and weaknesses although the nursery has not yet established a clear role in monitoring and evaluating the effectiveness of the education provision. Despite the inexperience of some staff in working in the foundation stage there is a strong commitment to improving the provision through training and with teacher support.

Partnership with parents is generally good. Staff are approachable and helpful. Parents are provided with useful information about the education provision. However there is no systematic approach to sharing information about children's progress with all parents on a regular basis.

### **What is being done well?**

- Children are confident and eager to learn. Independence is promoted through making choices and encouragement to take responsibilities.
- Good emphasis is given to encouraging children to use writing for different purposes.
- Staff have very good relationships with children. They use effective strategies to promote good behaviour and help children to understand the importance of sharing and taking turns.
- Children who speak English as an additional language make good progress with very effective support from bilingual staff.

**What needs to be improved?**

- planning, monitoring and evaluation of the education provision
- the use of assessment to monitor children's progress towards the early learning goals and how the information is used to inform planning and parents
- opportunities for children to develop mathematical knowledge and understanding across the areas of provision.

**What has improved since the last inspection?**

Very good progress has been made in the point for consideration from the last inspection. This was to consider providing more opportunities for children to develop climbing and balancing skills. Since that time the nursery has undergone extensive renovations to include additional resources in the outdoor area. There are now permanent pieces of equipment such as tyres and benches to climb on. Other activities, such as balancing on stilts and manoeuvring round an obstacle course, also provide good opportunities for children to develop skills in climbing and balancing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and excited about learning. They have good relationships with each other and with staff. Positive behaviour strategies help children to consider the feelings of others and to learn about the importance of co-operation, sharing and taking turns. Independence is promoted through making choices of activities and taking responsibility, for example, helping to set tables and giving out snacks. Children have good opportunities to show respect for people from other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language skills are developed through good opportunities to talk in large and small groups. Children who speak English as an additional language are supported very well in their developing use of English. Children enjoy books and stories, although occasionally the content of story time is not appropriate for the different needs of the children. Children are beginning to link sounds to letters and show increasing interest in forming letters and in writing for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count to ten and beyond and some are able to estimate without needing to count. Number rhymes and games are used to help children to add and take away numbers, although there are missed opportunities to use numbers to solve problems in different areas of provision. Children sort and match objects. They learn about size, shape and position and they develop ideas about capacity and quantity through daily sand and water exploration, although these activities are not planned in detail.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are good opportunities to learn about differences, similarities and changes, particularly in the natural world. Children enjoy building and design activities, although resources are not easily accessible. They talk readily about events with good recall. They learn about 'journeys' by drawing maps and talking about different ways to travel. Children learn about different cultures, particularly those which reflect the family backgrounds of some of the children and staff.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Although planning for the outdoor provision is limited, children enjoy being outside and have good opportunities to run around and be adventurous. They move around confidently with good control and use space well. Children climb and balance with good co-ordination and they pedal bikes and scooters with increasing skill. They are aware of the importance of exercise. Hand eye co-ordination develops well through use of small equipment such as pencils, brushes and sorting objects

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children take part in many creative activities which stimulate their sensory responses, such as tasting different sea foods. They enjoy exploring colour and expressing ideas freely through painting and drawing. However, design materials are not readily available for children to use spontaneously. Children are familiar with a wide range of songs and they enjoy dancing in response to varied music styles. They use their imagination to develop their own stories in role play.</p>	

**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

- establish a system for monitoring and evaluating the education provision to include the development of planning to show clearly how children are working towards all the early learning goals and how the different learning needs of the children are met
- ensure that ongoing observations of children's learning are used as information for future planning and to share with parents on a regular basis
- provide more opportunities for children to use numbers to solve problems in practical activities across all the areas of provision.

*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.*