



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY236204

DfES Number: 536629

INSPECTION DETAILS

Inspection Date	21/02/2005
Inspector Name	Carol Eaman

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Penny Pot Under 5's Creche
Setting Address	Hildebrand Barracks Penny Pot Lane Harrogate HG3 2SD

REGISTERED PROVIDER DETAILS

Name	Penny Pot Under 5's Creche
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ORGANISATION DETAILS

Name	Penny Pot Under 5's Creche
Address	Hildebrand Barracks Pennypot Lane Harrogate HG3 2SD

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

Penny Pot Under 5's Crèche is committee run and was established in 1998, moving to new premises in 2003. It operates from two rooms on the ground floor of the barrack's Jubilee Community Centre. It is situated on the rural outskirts of Harrogate and primarily serves army dependents.

A maximum of 33 children may attend the crèche at any one time which opens each weekday from 09:00 to 14:45 during term-time. All children share access to a large hall and an enclosed outdoor play area which is adjoining the premises.

There are currently 20 children aged from 12 months to under 5 years on roll. Of these, 11 children receive funding for nursery education. The crèche also supports several children with special educational needs and one child with English as an additional language.

There are seven members of staff employed to work with the children, six of whom hold appropriate early years qualifications. The group receives advisory teacher support from North Yorkshire's Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

Penny Pot Under 5's Crèche provision for nursery education is acceptable and of good quality overall. Children make generally good progress towards the early learning goals, with very good progress in some areas.

The quality of teaching is generally good. Staff work well together, using their secure knowledge of the Foundation Stage curriculum to provide interesting activities for children across six areas of learning. The planned education programme is very detailed and is the shared responsibility of all staff, however opportunities are lost within daily teaching in some aspects of mathematics and communication, language and literacy to develop children's learning. Staff establish clear ground rules for children's behaviour and give good levels of support to all children, including those who have English as an additional language or special needs. They use effective teaching methods most of the time but occasionally group work is not successful. Some maths activities are too difficult for three year olds and whole group story times do not always maintain children's interest fully. A key worker system is used very well to track children's progress.

Leadership and management of the crèche are generally good. The staff and committee show commitment to offering high quality nursery education. They have established good working practises but do not always see weaknesses in the daily provision. They regularly attend training and review their own professional development. A comprehensive operational file is readily available which relates to all standards of care, however, the group's written special needs policy does not fully reflect the current good work of the crèche with special needs pupils.

The partnership with parents is very good. Parents receive detailed information about the crèche and the education programme. They are made very welcome and have good opportunities to share information about their child's progress. Parents speak highly of the crèche.

What is being done well?

- Staff respond enthusiastically to the children and are keen to meet their individual needs. They build on the children's natural interests when planning topics and provide stimulating activities which capture their imagination, encourage their independence and develop their learning.
- Children are very well behaved and show an understanding of the need to follow simple rules and routines. They display caring attitudes and are willing to share and take turns with equipment. They all have very good manners.
- High priority is given to promoting the children's knowledge and understanding of the world. Children are becoming aware of the language, traditions and customs of people from other countries. They are developing

enquiring minds as they explore features of the natural world and they competently use technology.

- Staff build strong links with parents. They welcome them into the crèche and their involvement with topics is greatly appreciated. Parents take on roles and responsibilities on the committee and value the dedication of the staff.

What needs to be improved?

- the attention given to promoting the children's mathematical awareness in their everyday play
- the suitability of planned mathematical activities to the ages and abilities of the children
- the organisation of story times
- the children's fine motor control (i.e. pincer grip) when holding writing and drawing equipment
- the written special needs policy.

What has improved since the last inspection?

Very good progress has been made since the last inspection when staff were asked to give more attention to promoting the shapes and sounds of letters and develop planning systems. Assessments of children's progress were to be improved and shared with parents.

Staff now focus on an individual letter each week, for example, ' Bb' and this is linked to all areas of the curriculum. Children look at the shape of the letter and practise the sound it makes. During this inspection children used bean bags, balls and bikes in PE and were tasting and drawing bananas in creative activities. These activities have a positive effect on children's learning and raise their awareness of letters.

Planning and assessment systems are now very comprehensive. Staff plan for different areas of learning on a rota basis, ensuring that they all become familiar with the six areas of learning for the Foundation Stage. Long, medium and short-term plans are very detailed and are readily available. A key-worker system enables parents to be well informed of their child's progress and their child's record file is in their tray. Parents are encouraged to add observations from home in their child's diary.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and keen to try new activities. They concentrate well on their self-chosen activities and are proud of their work which they show to others. They are building good relationships and developing an understanding of right from wrong. They display very good social skills and are very able to manage their own personal needs. All children have high self-esteem. They are often praised for their achievements and know that their thoughts and feelings are highly valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk readily about their experiences and are keen to share their thoughts and ideas. They quickly find and read their name cards and are increasing their awareness of letter shapes and sounds e.g. currently naming 'b' for banana, ball, bike. All children enjoy a wide range of books when shared individually with staff, but some lose interest in group story times. Four year olds write their names well, but younger children are not yet confident in manipulating pencils correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children frequently practise their counting skills at register time and also when looking at number books. They solve problems as they find missing pieces for puzzles and quickly match pictures on computer programmes. Children are able to compare amounts of money or the size of toys, but they are not regularly encouraged to recognise numerals or add objects together in their daily play. Worksheets given to three year olds are too difficult for their stage of development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children respond to the world around them using all of their senses. They eagerly examine spring flowers, design imaginative animal habitats and see materials change as they make their own playdough. They use their computers competently and question how things such as torches or binoculars work. Their fascination with 'dinosaurs' helps them to develop a sense of time past and they find out about their own environment through exciting planned visits to a farm and a bird garden.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing skill as they ride on bikes, balance along a beam, and kick footballs. They show awareness of space and each other during play, carefully negotiating pathways when running. Their hand-eye co-ordination is developed as they throw and catch bean bags and they concentrate well to thread laces and use scissors. Outdoors children have an impressive array of climbing equipment to use. Healthy food and physical exercise are well promoted each day.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore textures with interest and learn colours as they paint, draw, make 3D models of spiders, binoculars and fruit for their shop. They co-operate well in small groups as they mix their own playdough then manipulate it into animal shapes, using tools and cutters well. They are highly imaginative as they engage in role-play in their vets surgery and skilful intervention by staff enhances this play. Children operate their music station independently and enjoy singing familiar songs.	
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

- ensure that planned mathematical activities match the abilities of the children and make greater use of daily opportunities to develop the children's mathematical awareness, promoting numeral recognition and addition
- review the organisation of story times to encourage all children's increased concentration and interest
- ensure that children are given appropriate encouragement when using their fine motor skills, for example hold pencils correctly when writing
- develop the written Special Educational Needs policy to the 2001 Code of Practice so that it reflects more accurately the good working practise of the group with special needs pupils.

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.