



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509199

DfES Number: 594451

### INSPECTION DETAILS

Inspection Date	12/02/2003
Inspector Name	Sharon Dickinson

### SETTING DETAILS

Setting Name	Little Scholars (Sunnyhill)
Setting Address	12 Wellesley Avenue Derby Derbyshire

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name  
Address

## 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
Little Scholars Nursery is a private nursery situated in Sunnyhill, a suburban area close to the city centre and is the second Little Scholars nursery to be opened in the Derby area. The owners also operate an out of schools care facility in Derby. The nursery, which first opened in August 1998, occupies a converted house and has a garden for outdoor play. The under two's unit is situated on the first floor of the nursery and the older children are based on the ground floor. The nursery is open each weekday from 7:45am until 6:00pm for 52 weeks of the year, with the exception of Bank Holidays. The nursery is registered to provide full day care for a maximum of 28 children under eight. A total of 59 children are currently on roll, of these there are four funded four-year-olds and 17 funded three-year olds. The intake of children reflects the local area where there is a variety of social and economic backgrounds and varied cultural diversity. The nursery welcomes and supports children with special educational needs and whom speak English is an additional language. The policies and procedures and philosophy of care are common to all facilities. The pre-school coordinator oversees both nursery sites and supports staff when planning and implementing the curriculum. The nursery receives support from a qualified teacher.

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

### How effective is the nursery education?

Little Scholars nursery (Sunnyhill) offers good quality nursery education where children make generally good progress towards the early learning goals. Staff create a warm, welcoming and supportive environment and form good relationships with children and their parents. Staff are enthusiastic and committed, and they have a reasonably secure knowledge of the early learning goals. However ineffective presentation of activities and an imbalance of adult-led and child-initiated tasks limits opportunities for children to become 'active learners' and work independently, which at times impacts on children's learning and doesn't always take into account children's individual ability, nor provide appropriate challenge. Parents feel welcome and are well informed about the nursery ethos and curriculum. They are encouraged to share what they know about their child i.e. initial child profile. Parents receive useful information about child's progress and have both formal and informal opportunities to discuss their child's achievements with key workers. Management monitor staff performance through appraisal and offer support and training where required. The nursery continues to develop systems for planning and assessment. Staff are fully involved in planning and meet regularly to monitor and evaluate the educational programme and brainstorm ideas, staff feedback is used to develop the next learning outcomes.

### What is being done well?

Children are confident and happy, their self-esteem is developed well through the praise and encouragement from staff. Children develop their hand-eye coordination and large and small motor skills through regular opportunities to use a range of small and large equipment. Children explore sound, shape and texture using their senses i.e. Mr. Bear, Kim's game. They respond well to songs and stories. Parents receive useful information about child's progress and are encouraged to share what they know about their child. Management ensure continual improvement through a commitment to monitor and evaluate systems for planning and assessment and on-going staff development.

### What needs to be improved?

the balance of adult-led and child-initiated tasks, providing opportunities for children to become 'active learners' and work independently. the presentation of activities and use of time and resources to extend children's learning and provide sufficient challenge, particularly for more able children. the use of freely chosen activities and resources to enable children to work independently and to express their thoughts and feelings. the presentation of the book corner to consistently foster children's interest and enjoyment of books. the use of 'practical' problem solving, particularly though daily routines such as giving out cups for drinks and sharing out biscuits.

<b>What has improved since the last inspection?</b>
The nursery have developed physical activities, resources and provided training to enable staff to plan more challenging activities increasing motivation in relation to outdoor play. Management have developed new assessment records, which are completed regularly and shared with parents. Staff have received training in mathematical development however there are still insufficient opportunities for children to partake in 'practical' problem solving, this could be developed further to extend children's learning.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children are confident and happy, their self-esteem is developed well through the praise and encouragement from staff. Children do not have sufficient opportunities to develop self-help and personal independence skills through selecting tasks and resources for themselves and through daily routines such as mealtimes.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children are confident and fluent speakers and engage easily in conversations with each other and with adults. Children are beginning to link sounds with letters, naming and sounding letters of the alphabet. Children's interest and enjoyment of books is not consistently fostered due to limited access to books and the poor presentation of the book corner.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children sort, match, recognise mathematical patterns and number through planned activities, staff help them use mathematical language to describe shape position and size. Children have insufficient opportunities for 'practical' problem solving in daily routines such as giving out cups for drinks and sharing out biscuits.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children learn about their own cultures and beliefs and those of other people through planned activities and role-play situations i.e. Chinese restaurant. Children learn about the use of everyday technology through regular access to variety of technological items such as computer, tape recorder. However there are limited opportunities to develop children's understanding of the locality in which they live and the natural world.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children develop their hand-eye coordination and large and small motor skills through regular opportunities to use a range of small and large equipment e.g. climbing, construction, scissor control, malleable activities. Staff plan for physical play in order to ensure variety and to develop specific skills such as throwing and catching, but they also give children opportunity for recreation and allow them to run freely.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children explore sound, shape and texture using their senses through planned	

activities such as Mr. Bear, Kim's game. They respond well to songs and stories. Children are not always able to express their thoughts, ideas and feelings due to limited opportunities to select media and direct their own work.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Improve the presentation of the activities considering more fully the grouping of children in relation to the learning intentions ensuring learning objectives take into account children's individual stage of development and provides appropriate challenge. Evaluate and improve opportunities for children to select tasks and resources for themselves, and become 'active' learners. Use the full range of 'practical' activities and daily routines to develop and consolidate children's understanding of mathematics and problem solving. Consider the presentation of the book corner to ensure it is used to it's full potential.