



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 116795

DfES Number: 523185

INSPECTION DETAILS

Inspection Date 14/04/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Goldilocks Day Nursery
Setting Address 77 School Road
Tilehurst
Reading
Berkshire
RG31 5AT

REGISTERED PROVIDER DETAILS

Name Siobhan Frances

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

Goldilocks Day Nursery opened in January 1991. It operates from three buildings within one site. There is access to safely enclosed gardens. It is located in Tilehurst Triangle. It serves the local area.

There are currently 120 children on roll. This includes 13 funded 3 years olds and 20 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week all year round, except for public holidays. Sessions are from 07:45 until 18:00.

Currently 6 part-time and 17 full-time staff work with the children. Thirteen staff have early years qualifications to NVQ level 2 and 3 and five staff are working towards a recognised early years qualification.

The setting receives support from teacher/mentor 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?

Goldilocks Day Nursery is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. Children make generally good progress in personal, social and emotional development and very good progress in all other areas of learning.

Teaching is generally good. Staff have a generally good knowledge of the Foundation Stage and effectively extend and develop the children's learning. Some activities lack resources to support the younger and less able children. Independence is encouraged and the children benefit from being able to serve their own meals. Management of the behaviour by all staff is inconsistent. The children access a balanced range of resources, developing their learning opportunities. Suitable provision is available to include children with special needs in all activities. The assessment system is used to check and record children's progress towards the early learning goals. The written evaluation is effective for future planning and considers children's individual learning aims. However, there is no time allocated during the nursery day for the staff to maintain these records successfully.

Leadership and management is generally good. A new manager is due to commence shortly. There is currently no appraisal system in place to assess staff development and training needs. Team meetings are not arranged to allow staff the opportunities to share practices and experiences. The existing staff are not aware of the strengths and weaknesses.

The partnership with parents and carers is generally good. Parents contribute to their child's progress towards the early learning goals. They have opportunities to share their observations and discuss their child's progress. Parents are informed of the group's activities through written reflective accounts, photo evidence and parent's notice boards. Daily communication with all staff is limited.

What is being done well?

- Children listen with enjoyment and respond to stories. They are beginning to understand that text has meaning and are encouraged to handle books correctly. They enjoy sharing stories with staff and one another. Children use and attempt writing for different purposes and are beginning to form letters. They recognise their own names and most of the children write their name with confidence. Name cards are accessible to aid the older children where necessary.
- Children have opportunities to investigate objects through their senses and regular opportunities to use a variety of construction equipment. They find out about their own culture and beliefs and those of other people, through effective planning. They learn about the local community and especially enjoy

the visits to the library at Christmas.

- Children use mark making implements and malleable materials with increasing control. They understand that equipment and tools need to be used safely. They move freely with pleasure and confidence. They can jump off an object and land correctly and can adjust and change directions to avoid obstacles with ease.
- Children get pleasure from the variety of creative opportunities and develop their skills in cutting, sticking, painting and drawing. The children's work is valued and displayed attractively. Staff provide opportunities for the children to explore with sound and rhythm. They participate enthusiastically in favourite songs and action rhymes

What needs to be improved?

- consistent management of behaviour
- opportunities for staff to plan, evaluate and complete individual assessments through regular non-contact time with the children
- an appraisal system to ensure staff's development and training needs are addressed and a system to ensure regular team meetings are held.

What has improved since the last inspection?

Improvement since the last inspection is generally good. The group could not produce their action plan at the inspection, but most issues have been addressed and are being continually developed.

Activities have clear evaluations which strengthens the quality of future teaching and ensures children develop in all areas of learning. There is no opportunity for staff to complete this during the nursery day.

Partnership with parents has improved and they are regularly kept informed about their child's daily activities and achievements through the notice boards, written reflective accounts, photographs and display of the routine. The group are working on having sufficient time for daily verbal exchanges with the parents, especially with the three year olds.

The group have made some progress with increasing the opportunities for children to dance and develop their creative movement skills. A dance teacher now visits one session per week. This opportunity is not available for all the children to practice and develop their dancing skills. Consideration needs to be given to ensure all the children have the same opportunities to experience dance.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to participate in planned activities and are forming good relationships with their peers. They are encouraged to take turns and share. Their confidence and independence is promoted through organisation of resources, daily routines, experiences and good staff support. They serve their own meals and tidy away well. Staff help to develop children's sense of community. Some children's behaviour is disruptive to the learning and staff are inconsistent with their approach to this.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing an awareness that print carries meaning and the different purposes of writing throughout the nursery day. Children and staff value books and enjoy sharing stories together. Many children are confident and engage easily in conversations with each other and adults. They have lots of opportunities to mark make and many of the children are beginning to recognise and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to a large and imaginative variety of resources to promote and develop their mathematical skills. They are able to recognise and name simple shapes, to count in everyday situations, including using number rhymes to count forward and back. Simple addition and subtraction has been introduced. Good opportunities are created for the children to problem solve within everyday play situations and to use a wide range of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can experience a wide range of everyday technology. They use a variety of construction equipment, tools and materials to cut, join and build. Children are introduced to a range of cultures and beliefs and are gaining an increasing understanding of where they live and the wider environment. Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They have the confidence to share past and present events in their lives.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations especially in the garden. They enjoy action rhymes and participate enthusiastically. Children handle tools, materials and objects safely and with increasing control. Staff plan a range of opportunities for children to practice and refine their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination and express their ideas through a variety of different activities. Children are introduced to a wide variety of music and encouraged to participating in songs and rhymes. Good opportunities are provided for role play through use of dressing up clothes and equipment. The children have opportunities to use a variety of creative medium, including painting, sticking and chalking, and their work is valued and displayed attractively.

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

- develop staff's understanding and value of consistent behaviour management
- create opportunities for staff to plan, evaluate and complete individual assessments through regular non-contact time with the children
- develop an appraisal system to ensure staff's development and training needs are addressed and a system to ensure regular team meetings are held.

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.