



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 224074

DfES Number: 523392

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Juliette Jennings

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cleobury Mortimer Nursery (Peter Rabbit)
Setting Address Lacon Childe School
Love Lane, Cleobury Mortimer
KIDDERMINSTER
Worcs
DY14 8PE

REGISTERED PROVIDER DETAILS

Name The partnership of April Rogers and Annette Buffery

ORGANISATION DETAILS

Name April Rogers and Annette Buffery
Address 20 Whitcomb's Orchard
Cleobury Mortimer
Kidderminster
Worcestershire
DY14 8RN

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

Cleobury Mortimer Nursery (Peter Rabbit) is situated in Cleobury Mortimer, South Shropshire. The group is based in a demountable building located in the grounds of the Lacon Childe Senior School. The nursery serves the local area.

There are currently 37 children aged from 2 years to under 5 years on roll. This includes 26 funded 3 and 4 year olds. Children can access a variety of sessions, although younger children tend to access a Wednesday session. There are currently no children who have special needs or who speak English as an additional language. The group is open Monday to Friday mornings. Sessions are from 09:00 to 12:00.

There are 3 members of staff working with the children, 2 of whom hold suitable Early Years qualifications. The staff access regular training on Early Years issues and receive support from teacher mentors 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?

The effectiveness of the education is generally good. Children are making very good progress towards all of the early learning goals, except in physical development, where they are making generally good progress. The children participate in a variety of opportunities and activities and are supported very well to become independent, confident and make choices about what they want to do. They are interested to learn and explore, problem solve, interact and make good relationships with adults and other children. There are appropriate procedures in place for supporting children with special educational needs.

The teaching is very good. Staff access regular training and have a very good understanding of the Foundation Stage. They develop written plans which are used effectively and include learning foci for individual children. Planning accommodates and uses the teaching methods of the group, focusing on child-led free play and structured activities. The staff are committed to providing children with an extensive range of learning opportunities and children are confident, interested and excited to learn. However, children would benefit from increased opportunities to access outdoor physical activity, explore music and use programmable toys, particularly in free play.

The leadership and management of the setting is very good. Staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Policies and procedures are reviewed to ensure that they work in practice. There is a commitment to providing an effective care and learning environment for children.

The partnership with parents is very good. The setting provides the parents with good information about their child's progress on a regular basis and they are encouraged to be active in the group. Information is obtained from parents prior to children starting and details about the nursery and early years issues are regularly available in a variety of formats.

What is being done well?

- The teaching is very good. Staff work directly with children and use appropriate techniques, questioning and resources to support three and four year olds to make choices, become independent, explore, investigate and reinforce their learning.
- Children are making very good progress in personal, social and emotional development. They are confident, interested and excited to learn, are independent, make choices about what they want to do and form good relationships.
- Three and four year olds are making very good progress in mathematical

development. They count, recognise and use numbers in planned and free play activities and are developing an understanding about number concepts and problem-solving.

- Children are making very good progress in communication, language and literacy. They interact, talk, listen and respond and are developing an age-appropriate understanding of sounds and letters.
- The partnership with parents is very good, with regular information being given to parents about the setting and provision for education. Staff encourage a friendly, informal relationship with parents, supporting them to share what they know about their child and encouraging them to be involved in their child's learning.
- The leadership and management is very good. Procedures are effective in ensuring that the setting operates smoothly. Staff work well together as a team and are committed to the care and education of the children.

What needs to be improved?

- the arrangements for children to access physical activity so that they can move confidently, with control and co-ordination, to travel around, through, under and to use large equipment, specifically outdoors and in child-initiated play
- the opportunities for children to explore music more fully, particularly sound patterns and changes
- the opportunities for children to use programmable toys within child-initiated play.

What has improved since the last inspection?

At the previous inspection, the nursery were asked to include more information about the educational provision in the brochure for parents. The current prospectus highlights the range of activities offered and outlines the early learning goals in some detail.

In addition, the nursery were asked to make assessment records more manageable and linked to the six areas of learning. Observations are recorded in the form of post-it notes and these inform children's profiles, using the Local Education Authority recommended learning profiles. These clearly link to the early learning goals. Plans also detail certain learning foci for individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children aged three and four years are confident and interested to learn, accessing a variety of opportunities in free and structured activities. They are developing self-confidence and self-esteem very well, with children becoming increasingly independent and able to make choices. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, listen and respond in a range of circumstance and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three years are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names. They access writing for a variety of purposes within free and structured activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. They are accessing activities where they can learn about space, shape and measure and are beginning to understand the concepts of more and less. Four year olds are beginning to use mathematical skills to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Three and four year olds use the wide range of equipment and resources within free play. They explore, find out about and experiment within their play. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities, although use of programmable toys in child-initiated play is limited. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently indoors and use a variety of equipment that helps them develop their physical skills in structured activities. However, they access the outdoor environment infrequently and do not often engage in activities which promote movement, sense of space and skills in using large equipment. Three and four year olds use a range of materials, tools and small equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children use their imagination within a wide variety of free choice activities. They enjoy role play, dance and using resources to extend their play and learning. Opportunities for children to explore music more fully, particularly sound patterns and changes, could be further developed. Children have access to an extensive range of materials so that they can explore texture, form and shape, use their senses and communicate their ideas and thoughts.

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

- There are two key issues;
- Provide regular opportunities for children to move confidently, with control and co-ordination, to travel through, around, under and use large equipment, specifically in the outdoor environment.
- Increase the opportunities for children to use programmable toys and explore music sounds and patterns, particularly in child-initiated activities.

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.