



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY216906

DfES Number: 537586

### INSPECTION DETAILS

Inspection Date 03/03/2005  
Inspector Name Janet Banham

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name South View Day Nursery Ltd  
Setting Address Southview Day Nursery  
26 Derby Street  
Glossop  
Derbyshire  
SK13 8LP

### REGISTERED PROVIDER DETAILS

Name Mrs Debbie Louise Gough

## 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

Southview Day Nursery and Out of School Club was registered in 2002. It operates from a large two storied detached building close to Glossop town centre and is one of two settings owned by the proprietors.

A maximum of 146 children under the age of eight years may attend the nursery at any one time. There are currently 191 children under the age of eight years on the roll. Of these 31 children receive funding for nursery education. Children attend for a variety of sessions. The provision is open each week day from 07:30 to 18:30 excepting Bank Holidays.

Three staff work with the pre-school children under the direction of the nursery manager. Two hold relevant childcare qualifications and the third is undertaking training.

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

### How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals, with very good progress being made in the area of their personal, social and emotional development.

The quality of the teaching is generally good. Lead staff have clear understanding and application of the Foundation Stage curriculum. This is a new team and some practice is not yet totally secure resulting in weaknesses in teaching. There is limited use of open ended questioning to develop children's learning and older and more able children are insufficiently challenged throughout five areas of learning. Planning is comprehensive with aims and objectives shown and activities listed, although literacy and mathematics are not always clearly included. There are new systems in place for assessment of children's progress but these are yet to be used effectively to inform future teaching.

Staff's management of children's behaviour is appropriate and sensitive. The setting is very well resourced but activities are often not well supported by staff impacting on children's level of understanding. Space is used very well with designated workstation learning areas. Time is used generally well but time when children are waiting between changes in routine could be used more productively.

Leadership and management of the setting is very good with senior management offering high levels of support to the new pre-school team. Good early years practice is shared and training for staff valued and encouraged. The staff are committed to improvements in practice and provision.

The partnership with parents and carers is very good. Staff warmly welcome parents and share information about the children on a daily basis. Parents receive detailed information on the Foundation Stage curriculum, topics and activities. There are opportunities for them to become involved in their children's learning.

### What is being done well?

- The promotion of children's personal and social development enhancing their confidence and sense of belonging.
- The relationships established between the children and staff which enable children to settle, be secure in their surroundings and enjoy their time at nursery. Children respond to instruction and praise and behave well.
- The provision of a wide range of good quality resources which are accessible and offer choice to children to create freely using their imaginations.
- The provision of a warm and inviting environment where children's work is displayed and valued, and where space is used creatively to develop learning.

- The commitment of management and staff to improvements in provision and practice.

**What needs to be improved?**

- staff's knowledge and application of the early learning goals to improve their understanding of how to use activities and routines to help children develop their learning and provide greater challenges for older and more able children.
- the regular inclusion of all aspects of mathematics and literacy in the planning programme.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter happily, greet staff and inspect the play. Behaviour is very good. Children are encouraged to care for each other, to share and be respectful of adults and peers. Their confidence and sense of belonging is particularly supported. They contribute to group activities, sit and listen attentively, and respond well to instruction. They are given opportunities to develop independence both in play and in practical ways. Their emotional development is fostered well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident communicators with developing negotiating skills. However, their language and vocabulary development is not being sufficiently challenged. Children sit and listen to stories and sing favourite rhymes. They use books individually and enjoy being read to. They are becoming aware of print and developing pre-reading skills through regular use of name cards and extensive labelling. Opportunities exist for practising mark making and letter formation.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming familiar with simple counting during focussed activities and are beginning to understand simple calculation and problem solving through singing and construction. There are plentiful resources offering children the chance to explore number, size, weight and measure but children are not challenged and their mathematical understanding and language levels are not being developed. They experience opportunities to make and explore patterns, and enjoy a numerate environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Topics enable children to understand the world about them. They investigate change and growth. They are developing a sense of time and space. There are good resources and images to help them understand other cultures and races. Construction activities are routinely provided which develop building skills. They regularly use the computer and are beginning to investigate and explore simple scientific activities, but they are insufficiently challenged and supported.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Good use is made of a range of equipment inside and out. Children move confidently and with control demonstrating a good sense of space, although more able children lack challenges to their development. They are coordinated and move with care around the building. Dance and swimming are regularly included in the programme. Children develop hygiene awareness routinely and the nursery offers a healthy eating regime. They are skilled when using small tools and handle cutlery with dexterity.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children express themselves freely using a range of equipment, materials and role play situations. Presentation often lacks challenge however. They are developing a sense of colour and enjoy exploring paint, doh and sand. They create in 2 and 3 dimensions both individually and in small groups. They sing simple songs, use instruments at group time and are able to explore other instruments and sounds routinely during the session. They enjoy weekly drama, dance and music with an external teacher.

**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**

- Enhance staff's knowledge and application of the early learning goals to improve their understanding of how to use activities and routines to help children develop their learning and provide greater challenges for older and more able children.
- plan for regular inclusion of all aspects of mathematics and literacy in the programme.

*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.*