



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321535

DfES Number: 520085

INSPECTION DETAILS

Inspection Date	14/03/2005
Inspector Name	Jackie Phillips

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	York Campus Nursery
Setting Address	University of York Heslington York North Yorkshire YO10 5DD

REGISTERED PROVIDER DETAILS

Name	The Committee of York Campus Nursery
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ORGANISATION DETAILS

Name	York Campus Nursery
Address	University of York Heslington York North Yorkshire YO10 5DD

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

York Campus Nursery is an established provision set up in October 1989, and becoming registered in October 1992. It is a committee run group and is a joint venture between the University and the Students Union. The setting is situated on the South Campus of the University in Heslington on the outskirts of York. It operates from a purpose built unit and has two main sections, a unit for nine babies under two years of age, plus a main play room, reception area, bathroom facilities and quiet room for thirty children between two to five years of age. There are two enclosed outdoor play areas for children's use, which are currently being re-developed and extended.

Registration is for a maximum of 39 children. There are currently 58 children on roll, including 23 children in receipt of nursery education funding. Children may attend for a variety of sessions. The setting provides full inclusion for those children that may attend with a special educational need and currently supports 12 children who use English as an additional language.

The nursery opens Monday to Friday between the times of 08:30-17:30, and operates all year round, except for one week at August, two weeks at Christmas and six days at Easter.

The staff team consists of a Manager, Deputy Manager and 12 childcare staff, all of whom hold relevant qualifications to level 3 or 4. The well established team of adults work full or part time. There are 8 members of staff who regularly work with the children in receipt of nursery education funding, and who support children's learning through play. Additional team members include relief childcare staff, a clerk to the nursery and a cleaner. Staff attend regular training events to increase and develop their knowledge and understanding relating to a range of childcare subjects.

The nursery are members of two York Early Years Development Partnerships, and receive support from the Local Authority.

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

How effective is the nursery education?

York Campus Nursery provision provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals. Children make very good progress in all six areas of learning.

The quality of teaching is very good. Children's behaviour is managed well, and secure relationships are developed. Adults have a good knowledge of the stepping stones and early learning goals, and an understanding of how children learn. They support children's early education very well through a range of interesting and challenging activities. Sessions are well organised and structured to allow children to be actively involved in their learning and participate in different sized groups. Resources and accommodation are used well to promote children's self esteem and provide an interesting environment.

The leadership and management of the nursery is very good. The manager has high expectations for the setting and for the provision of quality pre school early education. She leads by positive example and values the staff team. There is a strong commitment to supporting adults aimed at training and development, improving teaching and implementing good practice. Adults support each other well, and monitor and assess their provision, the curriculum and children's progress. The settings aims for children's early education are understood by all, and the established team are clear about their impact on children's learning.

Partnership with parents is very good and they are kept well informed through a variety of methods including visual, verbal and written information. Parents are positively welcomed into the setting, and regularly become involved with fund raising events. They are encouraged to share in a range of educational experiences at home with their children, and are provided with details about the six areas of learning and topic work. Regular opportunities to exchange information regarding children's progression are made available.

What is being done well?

- Adults of the setting encourage children to be actively involved in their learning and promote children's confidence, independence, choice and decision making skills very well and through a variety of interesting and challenging ways.
- The range of activities provided covers all the areas of learning, are stimulating and include a selection of practical, first hand events and experiences to enhance children's learning potential.
- Children are taught well by adults who use a variety of methods which are effectively supported through good use of open ended questioning and linked activities to reinforce knowledge and understanding.

What needs to be improved?

- the attention to develop and make improvements to the outside area to extend children's learning and reinforce and consolidate pre school education in the natural and outdoor environment.

What has improved since the last inspection?

Since the last inspection the setting has established a very good system to produce a variety of written plans that enable all adults to be aware of their roles and responsibilities and focused areas in which they are based. Plans indicate resources required, differentiation of activity, learning outcomes and identify those children who may need additional support or increased challenges.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to self select activities and resources from clearly defined areas. They are becoming increasingly confident and independent and separate from parents easily, becoming quickly engaged in the range of activities. During play they demonstrate very good concentration and perseverance skills, especially at self chosen tasks. They understand about sharing and taking turns, and behave well appreciating between right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Writing and mark making skills are well developed as children write their names, take messages or make lists in the role play area. Language skills are well developed and children are able to express their needs or preferences and speak confidently in front of a group. Children use books well and enjoy a range of stories contributing their ideas when necessary. They understand that print carries meaning and many can identify individual letters of the alphabet or recognise their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children understand the process of counting especially addition, as they count regularly and in a range of different situations. These include counting all children present in the group and then recording their findings on the chart. Children are able to use visual aids to support their number work. They know a number of songs and rhymes that involve counting forwards and backwards such as five currant buns. They can match, sort and have an understanding of shape, size and positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children engage in a diverse range of activities that develop their observational, investigative and recording skills. They observe closely wild life on the nearby lake and items such as fresh fruit, vegetables and food intend for fish. They understand about traditional events associated with their culture such as Mothers Day, and also those beliefs and celebrations of other cultures such as Chinese New Year. They are well acquainted with everyday technology such as when using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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When moving around the indoor or outdoor environment children can use space well and negotiate around objects either on foot or when riding mobile equipment. They are familiar with healthy eating by food provided at meal times or discussed as part of a topic. Children competently use a broad range of equipment that supports their gross and fine motor development and manipulative skills, such as climbing equipment, bikes, bats and balls, pencils, paintbrushes and scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's creativity is fostered through a variety of mediums including art and craft, music, stories, small world and role play. They play very well imaginatively taking on specific roles and responsibilities in the home corner such as cooking meals or cleaning the house. They express themselves when using paint creating individual pictures, observing a food item and then recreating this or by painting their hands and enjoying the tactile experience. Children have a good repertoire of songs.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop the planned extension to the outdoor area to provide an interesting and stimulating environment in which the provision for children's early education can be enhanced, and learning opportunities maximised and consolidated.

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.