



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109670

DfES Number: 521492

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Barbara Christie

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Nursery School
Setting Address 60 Bath Road
Emsworth
Hampshire
PO10 7ES

REGISTERED PROVIDER DETAILS

Name Mrs Julia Oakley

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

The Nursery School is privately owned and has been registered for 40 years. It is situated in a house in Emsworth.

It is open from 09:00 to 12:00 Monday - Friday during term time. It is the group's policy to accept children from 2 years and 9 months.

Staff have relevant qualifications and many years of experience working with pre-school children.

Children have access to all the rooms on the ground floor, including 2 play rooms, an entrance hall, toilet facilities, an area for messy play and a secure garden.

Sessions are divided into a daily routine, which involves structured activities, free play, physical play, quiet times, music and a mid morning milk break. Activities reflect the requirements of the curriculum for The Foundation Stage.

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

How effective is the nursery education?

The provision for nursery education at The Nursery School is generally good. Both three and four year old children are making generally good progress in each of the six areas of learning. All children should achieve the early learning goals by the end of the foundation stage.

The quality of teaching is generally good. All staff working with the funded three and four year old children are qualified, and have a range of experience of working with pre-school children. Staff plan to provide a range of activities to promote the children's learning; this enables the children to build on what they already know and understand. Planning is effective overall but some shortcomings from the last inspection are ongoing. Some creative activities and some activities to support mathematics are at times over supported by staff; missing some opportunities for children to use their own ideas, and to ensure sufficient challenge. The nursery school is able to make suitable arrangements for children with SEN and/or EAL.

Staff carry out some assessment of the children's progress and attainment. However, recording lacks sufficient detail of overall progress and does not recognise what the child needs to learn next. This limits opportunity to inform planning for individual children.

Leadership and management of the group is generally good. Staff work together as a team to plan and prepare topics and activities. They are eager to develop the educational provision and have requested support from the early years advisory teacher. Staff training and development needs are identified. Monitoring of teaching to ensure consistency is insufficient.

The partnership with parents and carers is generally good. Plans are displayed on notice boards to inform of topics and activities. They are invited to bring items from home to support the topic. Formal sharing of outcomes of assessment are missed, limiting opportunities to share or extend learning in the home.

What is being done well?

- Staff provide a safe secure environment with a happy ethos, all children are valued and treated with respect.
- Children have easy and equal access to a wide ranges of resources, tools and materials, children are confident to select and instigate their own learning.
- Suitable teaching and appropriate praise and encouragement helps children to build on what they already know and understand.
- Both three and four-year-olds are at ease in the group and behaviour is

generally good

- Children speak clearly and demonstrate a wide vocabulary; writing skills are developing well.
- Children have many good opportunities to develop mathematics.

What needs to be improved?

- planning particularly for the daily routine and activities;
- the use of evaluations of activities, so that they can be used to inform future planning;
- methods of recording assessment of children's progress and attainment;
- opportunities for parents and carers to become involved in sharing outcomes of assessment;
- ways of ensuring that methods of teaching are consistent.

What has improved since the last inspection?

Progress since the last inspection is limited.

The key issues raised at the last inspection required the setting to develop planning sheets; to ensure that the topic links to the six areas of learning, and that daily, weekly and activity plans identify what the children will do and learn.

Planning has developed, and long and medium term planning links effectively to the six areas of learning overall. Planning for activities lack detail; these are still under review. Advice from the early years advisory teacher and the PLA development worker is as yet to be fully implemented. Some issues are ongoing from the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, they have easy access to resources, tools and materials, and are eager to join in all activities. They accept responsibility in caring for their equipment, and take an active part in clearing away. Children are interested in sharing outcomes of their activities, and good relationships are evident. Children are polite and respectful and behaviour is generally good. The way in which the session is structured misses some opportunities for staff to reinforce expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children demonstrate a wide vocabulary and express themselves well to extend meaning. They listen well in small groups, and respond appropriately at register time. Recognition of names and the names of other children is good. The displays of children's writing identifies very good progress in developing writing skills. Books are easily accessible, and used effectively overall. Some opportunities to reinforce names and sounds of letters and to recognise familiar words on a daily basis are missed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have some very good opportunities to develop all aspects of mathematics. A range of planned activities are effective in developing counting, comparing sizes and shapes, recreating patterns and sequencing. There are good opportunities to introduce simple forms of addition, subtraction and problem solving through structured activities. Opportunities to reinforce recognition of numbers and to make better use of everyday items and activities to extend problem solving are sometimes missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to observe, recognise and record changes in the growth of seeds. Construction kits are used effectively to build towers, and good use is made of junk materials to form in two and three dimension. Calculators, cash tills and telephones, are used well to support technology. Photographs and displays enable children to recall past events and increase awareness of other cultures. Opportunities to record the day, the date and the climate are insufficient.

PHYSICAL DEVELOPMENT

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

Good access to a range of large and small equipment, which are used effectively during free play. Skills of control and coordination are developing well overall. However, there are insufficient planned activities to ensure adequate challenge and to extend skills. Children are confident to attend to their own personal hygiene, and understand the need for hand washing to prevent germs. They have easy access to cutting, writing and painting tools, and skills of manipulation are developing well.

CREATIVE DEVELOPMENT

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

Effective displays of children's art and craft work provides evidence of good progress in learning. Although some activities are over supported and directed by staff, miss opportunities to extend learning. Singing is a regular feature in the group and promotes learning in other areas well. Children know the words of songs, sometimes singing during free play sessions, and use songs for counting. Shakers are used to support musical activities, increasing listening skills and imagination well.

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

- Key Issues:
- develop planning records so that details include how children will be grouped, what they will do and learn and the role of the adult, include sufficient detail of how the activities support progress towards the early learning goals;
- develop methods of assessment to identify what the child has achieved and what needs to be learnt next, use the outcomes of assessment to inform future planning, and this should include plans for individual children;
- develop a system of sharing outcomes of assessment with parents and carers, so that they are aware of their child's progress and attainment and of how they can become involved in sharing their observations of learning in the home.

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.