



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127013

DfES Number: 510615

INSPECTION DETAILS

Inspection Date 07/07/2004
Inspector Name Clare Hanson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Beltinge Day Nursery
Setting Address Reculver Primary School
Hillborough
Herne Bay
Kent
CT6 6TA

REGISTERED PROVIDER DETAILS

Name The Committee of Beltinge Day Nursery 1033165

ORGANISATION DETAILS

Name Beltinge Day Nursery
Address Reculver Primary School
Hillborough
Herne Bay
Kent
CT6 6TA

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

Beltinge Day Nursery opened in 1992. It operates from a building in the grounds of Reculver Primary School. The nursery is open plan and comprises of ten different areas for children. There are staff facilities and toilets for the children, a kitchen and an outside area. The nursery serves the local area and surrounding towns.

There are currently seventy-five children on roll. This includes funded three and four-year-olds.

Children attend a variety of sessions each week. The nursery staff are experienced in working with children who have special educational needs and children who speak English as an additional language.

The nursery opens five days a week term time only. The nursery opens from 9:00 to 15:00 hrs and children are provided with a cooked meal.

There are twelve staff working with the children. All have early years qualifications and attend short courses. The nursery receives support from a teacher and a special needs adviser from the Early Years Partnership and a Pre-school Learning Alliance fieldworker. Staff work in partnership with outside agencies.

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

How effective is the nursery education?

The quality of the nursery education offered by Beltinge Day Nursery is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all areas.

The quality of teaching is very good. A well planned and stimulating curriculum across all areas of learning is provided, although written planning for outdoor play is limited. The staff have a sound knowledge of the stepping stones. Staff know and are aware of each child's individual need through observation and assessment and are able to respond accordingly. The challenges set for the children are fun and achievable. The staff are skilled and successful at developing children's language and communication skills. Group activities are presented in an enthusiastic manner. Staff encourage and praise children at all times enabling children to feel confident in their work and play.

Leadership and management is very good. The staff work very well together as a team with clear guidance for anyone coming into the provision. Systems are in place to monitor and evaluate the effectiveness of the curriculum. The nursery is continually looking to improve the care and education for all children. The staff work well together as a team. Observations are shared leading to continual assessment on the development of individual children the opportunities for key workers to appropriately assess each child's development.

The partnership with parents and carers is very good. Information provided about the nursery is clear. They can speak with staff about their child and have access to records kept. They are well informed about topics and themes. There are parents evenings held and clear guidance is given on the expectations of what children will achieve each half term. There are few opportunities for parents to contribute to their children's' learning on a formal basis.

What is being done well?

- Children are confident, interested and motivated to learn. They concentrate well and listen to the staff. Behaviour is good with children forming positive relationships.
- Children use different areas of the nursery and know the daily routines well. Good use is regularly made of the outdoor area throughout the day for both structured activity and free play.
- Children are developing well in all areas of mathematical understanding. Everyday activities are well used to enhance this development.
- Staff communicate effectively with the children. They listen well and give the children time to think and form responses to the questions asked. They

clearly enjoy being with the children and creating good learning opportunities.

- Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment.
- Children have time to develop their ideas and thoughts. They are encouraged to see an activity through to the end and then discuss with staff the outcome.
- Children's personal, social and emotional development is given high priority. They are happy, confident and interested in the activities provided. They are developing an awareness of others needs and good self-esteem.

What needs to be improved?

- more formal opportunities for parents to contribute to their children's learning
- written planning around outdoor play in order that staff are aware that there is a leaning outcome for this area.

What has improved since the last inspection?

The improvement since the last inspection is very good. The group were asked to ensure the planning covered all areas of learning. This has been achieved, the required learning outcomes are noted and staff are able to more easily assess the impact on the children's learning and further plan accordingly.

The group were also asked to look to extend the resources for multi-cultural awareness. There was evidence of positive images of multi-culture in all areas of the building and children are freely able to access these resources.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and eager to learn. They relate well to adults and to each other. They concentrate for substantial periods of time at activities, both adult led and free choice. They are encouraged to be independent and begin to make choices. They learn to share, take turns, and to be considerate to others. Children behave well and respond positively to requests from adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books and listen intently to stories. They communicate with staff and clear speech is encouraged. Children are encouraged through gentle questioning to explore further their ideas and thoughts. They learn that information can be found in books and in print. They notice the sounds of letters and words. Children recognise their names and begin to write these correctly with formed letters. Activities such as role-play include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to ten and beyond. Children recognise shapes, colours and size. Their understanding of numbers is encouraged over a range of activities, for example at snack time. There are many opportunities given for children to experience number solving through planned activities and free play, using a variety of resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate a varied range of objects and materials. There are opportunities to use technology. They are encouraged to learn and talk about events in their own lives and the outside world including many different festivals. There is a missed opportunity to develop an understanding of disability. There are opportunities for exploring the natural world through a variety of projects such as the life cycle of a butterfly.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely. They have good coordination and spatial awareness, both indoors and out. Staff are on hand to give support and encourage new skills. Through varied activities and routines they become aware of the importance of staying healthy. They use a range of malleable materials such as play dough explore. They learn to handle scissors, pencils, paintbrushes and other objects well.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to experience using materials by themselves. They are given time to express their own thought and feelings. A wide range of different mediums are used to develop the children's use and awareness of all the senses. They enthusiastically take part in music sessions, using their voices to distinguish between loud and soft sounds. They are encouraged to use their imagination and enjoy role-play.	
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:
- the formal contribution of parents to their child's learning a
- the written planning for outdoor play

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.