



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY221987

DfES Number: 521853

INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Nikki Whinton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kneehigh Nursery
Setting Address	Tretherras Road Newquay Cornwall TR7 2RE

REGISTERED PROVIDER DETAILS

Name	Miss Sarah Jane Rendell
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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

Kneehigh Nursery opened in 1991 and moved to its current premises in 2003. The nursery operates from one room within a purpose built provision. A maximum of 26 children may attend the setting at any one time. The group is open from 08.00 until 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from 2 to under 5 years on roll. Of these, 20 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs.

The nursery employs seven staff. Four of the staff, including the playleader, hold appropriate early years qualifications. Two staff are currently working towards a qualification.

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

How effective is the nursery education?

Kneehigh Nursery provides good quality provision, which helps children to make generally good progress towards the early learning goals. Mathematics and personal, social and emotional development are particular strengths of the setting. In these areas, children's progress is very good.

The quality of teaching is generally good. The staff plan and provide a good range of practical activities to support children's learning. However, the assessment programme is not consistently effective. Children have limited planned chances to develop early writing, large muscle and information and communication technology skills. The staff know the children well and have a good relationship with them. They act as positive role models and manage their behaviour very effectively. The staff provide very good support for children with special educational needs.

The leadership and management are generally good. The group benefits from the skills and experience of the manager. The staff work well together as a team. The group's monitoring of the assessment programme is not consistently effective and a key issue from the last inspection has not been fully completed. However, the nursery is aware of its strengths and areas for improvement. The group is committed to offering quality care and education and is starting to put appropriate strategies in place to support the further development of the educational provision.

The partnership with parents and carers is generally good. Parents are provided with regular, good quality information about the setting and its educational provision. Parents do not contribute to initial assessments. However, they are encouraged to share with staff what they know about their child to aid ongoing assessment. Parents are kept well informed about children's academic progress and are invited to become actively involved in their child's learning, both within the setting and at home.

What is being done well?

- The children are confident, enthusiastic and eager to explore the available activities. They behave very well, have good social skills, are able to play cooperatively together and take turns. Children have positive relationships with staff and peers. They demonstrate good self esteem and are effectively developing their independence through the daily routine.
- The children have good opportunities to develop their awareness of mathematics throughout each session. Children count confidently and accurately. They have practical chances to recognise numbers as labels, explore shape, space and measure. They enjoy varied, meaningful opportunities to calculate and solve simple mathematical problems.
- The staff have an effective partnership with parents. They provide eight

weekly play plans for each child, with opportunities for parents to contribute their own observations. Parents are kept well informed about the educational provision and are invited to become involved in their child's learning, such as by helping their child bring in articles from home, linked to the theme.

- The staff are enthusiastic, well motivated and act as good role models. They know the children very well and have a positive relationship with them. The staff manage children's behaviour successfully and support them in developing their independence, confidence and self esteem.
- The children have a good range of vocabulary, which they use confidently when talking to peers and adults. They regularly take part in meaningful, practical activities, including songs, rhymes, games and stories to help develop their understanding of letter rhymes and sounds.

What needs to be improved?

- the staff's programme for monitoring and assessment, to ensure assessments are completed on the children across all areas of development and cluster groups
- the staff's provision of opportunities for children to practise their early writing skills as part of the daily routine
- the staff's planning of opportunities to promote children's balancing and climbing skills and to support the development of information and communication technology awareness.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

As a result of the last inspection the group was given the following key issues;

. increase staff knowledge of the DfEE's 1994 Code of Practice on the Identification and Assessment of Special Educational Needs. Introduce procedures and record keeping in line with the requirements of the Code of Practice for children with identified concerns

. develop the planning of the educational programme. Identify which area of learning activities are planned to promote. Give greater emphasis in planning to activities planned to promote language and literacy and mathematics. Monitor plans to ensure that all aspects of each area of learning receive sufficient emphasis over a period

. ensure that all staff are aware of the learning objective activities have been planned to promote. Plan how activities will be extended to challenge the older children, or adapted so that they are appropriate for younger children, particularly in mathematics

. develop the programme for language and literacy. Include more regular

opportunities for children to recognise letter shapes and sounds, and sounds and rhythms in words.

The staff now have a good understanding of the Code of Practice. Appropriate procedures are in place to support the development of children with identified concerns. Staff have developed the planning of the educational programme. Areas of learning are clearly identified, with appropriate emphasis for language and literacy and mathematics. Children have regular opportunities to develop their awareness of letter shapes, letter sounds and rhyming words. Staff are aware of the learning intents of the activities. They complete individual play plans for each child to help promote their development and to ensure activities offer appropriate challenge.

However, children do not always have the chance to develop their early writing skills whilst involved in practical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The children are confident, enthusiastic and interested in exploring the available activities. They have good self esteem and are forming positive relationships with peers and adults. Children enjoy spontaneously discussing their news, 'My daddy's going to have a birthday tomorrow', 'I've got a globe in my bedroom'. They are able to listen to others when appropriate and enjoy speaking in a familiar group. Children have good social skills, are able to share resources with peers and to take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have a good understanding of letter sounds and rhyming words. They have a good range of vocabulary, which they use confidently when talking to peers and adults. Children enjoy exploring books spontaneously with staff as well as taking part in regular story times. They enthusiastically answer questions posed by adults and listen attentively. However, children do not always have the chance to develop early writing skills whilst involved in practical activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have numerous opportunities to count as part of the daily routine, such as when counting peers present, the number of bells they had placed in a pot or the number of shapes still left to find in a game. They have practical chances to develop their awareness of numbers as labels, such as when playing with the till, calculators or keyboard. They have a good understanding of shape and enjoy meaningful activities to investigate space, measure, calculation and to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children go on outings, including the zoo and fire station, as well as welcoming meaningful visitors to the setting. They enjoy discussing significant past and future events, such as a child telling an adult, 'I had a pancake last night, when it was pancake day'. They enjoy exploring construction materials and are learning about a variety of cultures and beliefs. However, children have limited chances to develop their ICT skills or use technology resources that work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and freely within the playroom and outside play area, showing good spatial awareness. They have a good understanding of the importance of effective hygiene practices, particularly hand washing, 'You get germs on your snack'. Children handle a wide variety of equipment, tools and materials with good coordination and control. However, children do not have regular, planned chances to take part in activities to promote their climbing and balancing skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children freely develop their imaginative ideas, whilst accessing the well resourced role play area. They investigate colour, texture, shape, form and space, such as when making gloop, exploring play dough and playing with sand. Children enjoy singing a range of simple songs from memory. They have regular chances to develop their awareness of rhythm and to explore musical instruments. However, children do not always have the chance to take part in child centred art activities.	
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

- develop the programme for monitoring and assessment, to ensure assessments are completed on the children across all areas of development and cluster groups
- improve the provision of opportunities for children to practise their early writing skills as part of the daily routine
- develop the planning of opportunities to promote children's balancing and climbing skills and to support the development of information and communication technology awareness.

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.