



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY250298

DfES Number:

INSPECTION DETAILS

Inspection Date	04/05/2004
Inspector Name	Marilyn Ashley

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Providence Day Nursery
Setting Address	Fordsall House, Providence Street, Huddersfield Road Elland West Yorkshire HX5 9DL

REGISTERED PROVIDER DETAILS

Name	Little Poopers Ltd
------	--------------------

ORGANISATION DETAILS

Name	Little Poopers Ltd
Address	Fordsall House, Providence Street, Huddersfield Road Elland West Yorkshire HX5 9DL

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

Providence Day Nursery has been open under the new ownership since October 2002. It operates from a detached building within walking distance of Elland village centre. Childcare is provided on two levels with care for children under 2 years and over 3 years on the ground floor and children aged between 2 and 3 years being accommodated on the first floor along with staff facilities and an office. An outdoor play area is available at the front of the property.

There are currently 60 children from on roll. This includes 14 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support any children with English as an additional language. Support is provided for children with special needs.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 14 part time and full time staff working with the children. Of these 8 staff have early years qualifications to NVQ level 2 or 3. There are 6 staff currently working towards a recognised early years qualification.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Providence Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world and creative development is very good.

The quality of teaching is generally good. Staff provide a good role model for children, manage their behaviour well and have good relationships with them. They make good use of their time, resulting in them interacting well with the children and becoming involved in their activities. A good range of activities is planned indoors which enables children to express themselves freely, particularly in role play. Everyday opportunities to extend children's mathematical and literacy skills need to be increased. The outdoor area is used well to promote all areas of development. The extensive use of the local environment enhances provision.

Staff support children well and those with special educational needs have full access to the activities. Staff are developing their planning systems to ensure all children's progression towards the early learning goals. They know the children very well. The assessment of children to inform future planning is being further developed to ensure the progression and challenge of all children.

Leadership and management is generally good. The setting has very good leadership and is committed to improving the service offered. The senior staff are developing a committed and collaborative team, with training and development a high priority. Systems are being further developed to ensure the rigorous evaluation of the setting and the nursery education provided.

Partnership with parents is very good. Relationships are good and parents contribute to the setting's development. Parents talk informally with staff about their children. They are encouraged to contribute ideas and to share in their children's learning in the setting and at home .

What is being done well?

- Children's personal, social and emotional development is very good. They are happy, confident and independent. Children become involved in their play and show high levels of motivation, interest, enthusiasm and excitement.
- Partnership with parents and carers is very good and good relationships are formed. Parents are kept well informed about the setting and contribute to its development. Parents are encouraged to contribute to activities and to use follow up activities in their children's learning at home.
- Children's knowledge and understanding of the world is promoted very well. Staff make excellent use of the community and the local environment to

enable children to explore and investigate.

- Staff have high expectations of children's behaviour resulting in children behaving well and being considerate of others. Their calm and polite manner sets a very good example for children.
- Children with special educational needs are included in all activities. Staff work in partnership with parents, carers and outside agencies to ensure children feel that they are valued members of the nursery community and they reach their full potential.

What needs to be improved?

- the planning of the curriculum to ensure the progression of all children and the challenge of the more able
- the observations of children's progress, linked to the stepping stones and early learning goals, in order to inform future planning and ensure children's progress
- opportunities for the more able children to explore addition and subtraction in everyday situations and to write and use numbers in everyday, fun activities
- opportunities for children to explore sounds and letters and for the more able to link sounds to letters in everyday play activities.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. Good relationships are formed with each other and with staff. Children are confident to try new activities and persevere with difficult tasks. They are encouraged to be independent, to select their own resources and to take care of their own personal needs. Children behave well, are taught to share, take turns and to be polite. Staff encourage children to explore their feelings and to be kind and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories and rhymes and join in enthusiastically. They love books and use them for information. Children engage in conversation easily and interact well. Children's emergent writing skills are developing well, but opportunities, in everyday activities, to extend the more able are missed. Children recognise their names and many are beginning to write them. Children explore sounds, but everyday opportunities to link sounds to letters are not exploited for the more able.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes, songs and games and some count confidently to 10. Children use mathematical language in sand and tactile play, such as heavy and light. They compare, sort and solve simple problems, both indoors and out. Children enjoy using shape in their play and they recreate pattern well. Opportunities for the more able to explore addition and subtraction in everyday activities are missed. The use and recording of numbers in play activities is not exploited sufficiently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities, e.g. a large tray of corn flour slime enable children to explore changes. They investigate and observe living things and changes in the natural world with interest. Extensive use of the local environment enables the children to explore and investigate its features and inhabitants. Visitors such as Marshall's Trucks have extended the children's opportunities to find out how things work. They build and join materials with enthusiasm. Children use the computer with confidence.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move with confidence and skill, use space well and show respect for others. Children enjoy exploring and moving to music. They use tools, utensils, scissors, brushes with increasing skill. Staff encourage and support their development using a range of small equipment such as balls, quoits and hoops. Children climb and balance with increasing confidence. They discuss the need to eat healthily, join in exercise and fun games and are taking increasing control of their personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore a wide range of media indoors and out. They enjoy mixing and exploring dry paint, discussing lighter and darker. Children experience a range of music and movement, often choosing their own music to interpret through dance. Interesting role play, indoors, enables children to negotiate and imagine together. Staff support, outdoors, encourages the use of simple props to act out play scenarios. A wide range of activities enable children to express their ideas and feelings freely.

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

- increase the opportunities for the more able children to explore addition and subtraction and to record and use numbers in everyday, practical play activities
- extend the opportunities for children to explore sounds and letters and for the more able to link sounds to letters in writing, through everyday play situations
- improve the observations of children, linked to the stepping stones and early learning goals, in order to inform future planning and ensure children's progress and challenge
- further develop the planning of the curriculum to ensure the progression of all children and the challenge of those who are more able.

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.