



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 319354

DfES Number: 521700

### INSPECTION DETAILS

Inspection Date 19/05/2004  
Inspector Name Hilary Murden

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Rosewood Nursery  
Setting Address St James's Hospital  
21 Roseville Road, Harehills  
Leeds  
West Yorkshire  
LS8 5DT

### REGISTERED PROVIDER DETAILS

Name The Leeds Teaching Hospitals

### ORGANISATION DETAILS

Name The Leeds Teaching Hospitals  
Address The Childcare Team  
Clarendon Nursery, Belmont Grove  
Leeds  
LS2 9NS

## 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

Rosewood Nursery opened in 1989 as a full day care provision belonging to the NHS Trust. It is an inner city nursery providing childcare for staff employed by the NHS.

The nursery is open all year round from 07.15 to 18.00 Monday to Friday, excluding bank holidays.

There are currently 75 children on roll, which includes 14 funded 3 year olds and 4 funded 4 year old. There are 6 full time members of staff working with the children, all of whom have appropriate qualifications in childcare.

The setting currently receives support from an advisory teacher from the Early Years Childcare and Development Partnership.

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

### How effective is the nursery education?

Children attending Rosewood Nursery are making good progress in working towards the early learning goals within a happy and supportive environment. They make very good progress in personal, social and emotional development, mathematical development and creative development and generally good progress in the other three areas of learning.

The quality of teaching is generally good overall. Staff have sound knowledge and understanding overall of the early learning goals. They plan a broad range of exciting activities which encourage exploration and independent learning. Staff have good awareness of the individual needs of children, although occasionally there are some lost opportunities to extend the learning of the older and more able children. Interaction with children is good overall, and sometimes very good, impacting significantly on children's responses to learning and on their self-esteem. Staff manage children calmly and with high expectations of behaviour. Regular observations of children's responses to learning are used to inform planning and to identify the next stages of learning for individual children.

Partnership with parents is very good. Staff have good relationships with parents. They provide useful information about the education provision and encourage parents to share information about children's progress through formal and informal discussions. There are very good opportunities for parents to be involved in learning at home, particularly linked to current topics.

Leadership and management is generally good it is strong and experienced at all levels. The staff team works together well to plan and identify strengths and weaknesses. There is an effective system overall for monitoring and evaluating the effectiveness of the education provision. Staff are continually looking for ways to improve the quality of care and education for all children through commitment to training and personal development.

### What is being done well?

- Children are confident and respond with excitement and enthusiasm to a wide range of practical activities. They work independently with increasing concentration. Behaviour is very good; the older children provide good role models of co-operation and sharing.
- Children have excellent communication skills. They are encouraged to talk about their thoughts and ideas and use language imaginatively in role play situations.
- Practical activities are used effectively to develop children's use of numbers and their learning about size, shape, position and quantity.

- Staff have good relationships with children. They know the children well and encourage positive attitudes towards learning.
- Staff have strong leadership. They work together effectively to plan a wide range of learning experiences through practical activities.

#### **What needs to be improved?**

- the opportunities for children to link sounds to letters in names and objects and for the older and more able children to identify and use the correct letters to write their own names.
- the organisation of time and resources to ensure that use of the outdoor play area is fully maximised and that additional challenges for the older children are provided.

#### **What has improved since the last inspection?**

The setting has made generally good progress overall. Since the last inspection planning has been developed to use information from observations of children's learning to enable staff to identify and extend individual children. Staff are now more aware of the importance of using broader questioning strategies to extend children's learning, although some staff are less confident than others in using open ended questions. The assessment system has been developed to show clearly how children progress towards the early learning goals in all six areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, excited and enthusiastic about learning. They learn to be independent from an early age and work happily by themselves. Children have very good relationships with each other and with adults. Behaviour is very good. The older children provide good role models of co-operation, sharing and taking turns. They show care and concern for the younger children, for example, making sure they are included in circle games. They also show respect for people from different cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are excellent communicators. They express their ideas and feelings freely in discussions and role play. Use of imaginative language is encouraged and extended by staff involvement, for example, in the 'baby clinic'. Children enjoy a wide range of stories and use books frequently. They have good awareness of the different purposes of writing, although the older children do not have sufficient opportunities to link sounds to letters or to recognise and write letters in their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

A wide range of practical activities across the areas of provision encourages children to count, use numbers and solve simple problems. The older children are beginning to add and take away whilst the younger children show good understanding of 'more' and 'less'. Children sort, match and compare and learn about shape, size and position through exploration. They show increasing understanding of money values, for example, giving change in the 'garden centre' role play area

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world through first hand experiences such as observing chicks and caring for the goldfish. They develop awareness of the environment through exploration of 'small world' resources and welcoming visitors from the community into the nursery. Children enjoy working with construction equipment indoors and outdoors. They operate tape players to listen to music, although the computer is not used sufficiently to extend the use of technology to support learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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An increasing range of outdoor activities encourages control of movement and space. Children climb, balance, run and jump with good skills. They ride wheeled toys with very good control and awareness of others. Planning for outdoor play is still being developed and presently opportunities to be outside are not maximised and there are too few challenges for the older children. Hand eye co-ordination develops well through use of small equipment such as scissors, brushes and playdough tools.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children respond with all their senses to a wide range of planned and spontaneous activities. They select materials to paint, design and draw. Children sing enthusiastically and with good sense of tune and rhythm. They enjoy expressing feelings and ideas through listening and dancing to music. Use of imagination is encouraged through stories and role play situations. They explore the 'treasure box' with excitement and use descriptions such as 'fluffy' and 'shiny like a mirror's

**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**

- provide more opportunities for children to link sounds to letters in names and familiar objects, and encourage the older and more able children to recognise and write letters in their names
- review planning for physical development to maximise use of the outdoor play area and to provide more challenges for the older children.

*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.*