



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 113343

DfES Number: 510629

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Jacqueline Crawford

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Abc Nursery
Setting Address 217 Aldwick Road
 Bognor Regis
 West Sussex
 PO21 3QG

REGISTERED PROVIDER DETAILS

Name Mrs Jan Turney

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

ABC Nursery opened in August 1991. It operates from the whole of the ground floor and the first floor of a large house, which is situated in the Aldwick area of Bognor Regis. There is a large securely fenced garden for outside activities. The nursery serves Bognor Regis and the surrounding areas.

There are currently 120 children from 0 to 5 years on roll. This includes 21 funded 3 year olds and 16 funded 4 year olds. Children attend for a variety of sessions or full days. The nursery provides support for children with special needs and children who speak English as a second language.

The nursery opens 5 days a week all year round, except for bank holidays. Sessions are from 07:30 until 18:30.

There are 15 members of staff who work with the children, including 5 who work full-time. All staff hold recognised early years qualifications. The nursery receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP) and Pre-School Learning Alliance.

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

How effective is the nursery education?

The provision of nursery education at ABC Nursery is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a secure knowledge of the Foundation Stage and early learning goals across the six areas of learning. This is reflected in the planning, daily routines and activities provided. They present a good balance of adult and child led activities and introduce children to new learning experiences within a wide variety of topics. Staff work effectively as a team and form secure relationships with the children. They act as extremely good role models and provide positive praise and encouragement, which enables children to develop their independence and social skills very well. Staff make regular observations and assessments of children's progress and achievements, which informs future planning, however, the information gained is not consistently delivered to parents.

The leadership and management is very good. There are effective systems in place for staff induction, appraisal and opportunities for professional development. The management hold regular staff meetings and provide strong support to the team of staff. There are extremely good systems in place for monitoring and evaluating the educational programme, together with excellent forward and short term planning based on the curriculum guidance.

The partnership with parents is very good. Parents are kept fully informed about the provision and their child's care. Information relating to the Foundation Stage, early learning goals and children's progress is sometimes restricted. Parents are warmly welcomed into the nursery, they have opportunities to be involved in topics and activities which support their child's learning. Good links are forged between home and the nursery, there are good systems in place to share information.

What is being done well?

- Staff have a secure knowledge of the Foundation Stage, stepping stones and early learning goals. They use their knowledge to plan and introduce children to a wide variety of themes and new learning experiences and help them build on what they already know. Children are motivated, show a lively interest in the world around them and remember what they have learned.
- Relationships between staff and children are very good. Staff communicate with the children extremely well by asking open ended questions, listening to what children say and by giving meaningful responses to their questions. Children are confident speakers and are developing skills in language, they negotiate in their play with each other.
- Children are happy, confident and are developing their personal

independence very well. They are given many opportunities to build upon their progressing skills, within the stimulating learning environment.

What needs to be improved?

- The information provided to parents relating to the Foundation Stage of learning and children's progress towards the early learning goals.

What has improved since the last inspection?

A specific member of staff organises resources and activities within the planning of the learning programme, which enables children to gain a wider understanding of their own and other cultures and beliefs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and motivated to learn. They are developing an awareness of their own needs and show consideration for others. They are given good opportunities to develop their personal independence, in daily routines and by selecting resources and choosing activities for themselves. Children form good relationships with staff and each other. They learn to share and take turns fairly, to develop social skills and to understand what is right and wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with friends and adults. They are encouraged to talk and share ideas individually and in groups. Children listen to stories attentively, learn to use reference books and handle books well. They learn to link sounds and letters in songs, stories, displays and during group discussions. Children are encouraged to write in purposeful ways using a variety of mark making materials. They have opportunities to develop their writing skills using correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and staff encourage them to use mathematical language. Good use is made of everyday activities which encourage number and problem solving, such as registration and group times. A wide variety of resources allow children to compare shape, size, quantity and to write numbers. Children are developing an awareness of simple number operations and are provided with opportunities to practice them. For example, comparing number of insect legs in the 'mini beast' topic.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A broad range of topics and activities encourage children to explore, investigate and find out about the world in which they live. For example, the 'mini beast' topic. Children are developing an awareness of their own and other cultures as they learn differences in language and celebrate a variety of festivals. The wide range of resources enable children to design and develop their own ideas, such as making 'bugs' from clay. Children are developing an understanding of information technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and control both indoors and outside and show a good awareness of space and other people. For example, during music and movement sessions. The excellent outdoor play provision enables children to practice their gross motor skills effectively. Children learn to handle a wide range of tools and small equipment with control and increasing ability.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, shape and colour using a variety of techniques and media in both two and three dimensions, for example, collage and clay models relating to 'mini beast' topic. They are encouraged to investigate topics by using their senses and to explore sounds and rhythm through regular music sessions. Children clearly enjoy role-play opportunities; staff interaction encourages children to develop their ideas and imagination, for example, during the 'bear hunt' drama.

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:

- provide more information to parents relating to the Foundation Stage of learning and children's development records.

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.