



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY289579

DfES Number: 542307

INSPECTION DETAILS

Inspection Date 25/11/2004
Inspector Name Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Princess Christian Nursery (Colchester)
Setting Address Phoenix Square
Severalls Industrial Park
Colchester
Essex
CO4 9PB

REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc. 861615

ORGANISATION DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc.
Address Nord Anglia Education Plc
Anglia House, Carrs Road
Cheadle
Cheshire
SK8 2LA

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

Princess Christian Nursery, Colchester opened in 2002. It operates from a purpose built premises within a business park in north Colchester. The group serves a large area.

There are currently 129 children from 0 to 8 years on roll. This includes 21 funded 3-year-olds and 20 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00 Mondays to Wednesdays and from 08:00 until 18:00 Thursday and Fridays.

Sixteen full and part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher on a part-time basis throughout the year.

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

How effective is the nursery education?

The provision for nursery education at Princess Christian Nursery, Colchester, is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff are competent and confident in delivering the Foundation Stage curriculum. A clear, structured routine supports the children to feel secure, independent and self-assured. Staff plan a good balance of learning experiences across all the early learning goals. Planning generally takes account of assessment. The different needs of children are shown in plans. Staff intervene appropriately and encourage and praise the children continually as they learn.

Leadership and management is very good. Nord Anglia provides excellent training and career progression for its staff. There is effective monitoring and evaluation of the provision through regular visits by the Regional Manager who meets with senior staff to identify areas for development. During recent management changes well established procedures and positive leadership have ensured that the education of the children has remained at a high standard. There is clear direction and skilful management from a strong staff team.

Partnerships with parents are very good. Parents are given clear information about how their children are learning. The daily 'home-sheet' lets parents know what their child has been doing that day. Parent's evenings keep them well informed about the children's achievements and progress. The contribution of parents is valued and staff welcome them at flexible times into the nursery at the beginning and end of sessions.

What is being done well?

- Regular routines, such as story time and the routine of involving children at tidy-up time, provide a rich and learning environment. Children are able to repeat and practise skills within their daily activities such as pouring drinks and passing fruit to each other at snack time. They become confident learners.
- Good, clear management structures promote a secure learning environment.
- Children's behaviour is exceptional. They are achieving in all areas because they listen attentively and follow instructions. Good support is given to develop relationships. Staff intervene sensitively to help children resolve disputes over toys and staff encourage patience when children are sharing resources. Children had great fun learning how to work together with the parachute.
- Staff encourage the children to extend their learning with lots of praise and the children are very motivated. Children are increasingly able to use their

own initiative and ideas to work independently and play creatively.

What needs to be improved?

- the use of observations of children's learning
- the use of visual displays and artefacts.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children feel safe and secure with their key adults because they are given clear, consistent guidelines and support. Routines enable the children to benefit from effective direction, as well as to develop independence, choice and working on their own or with each other. Adults are good role models and the children are very well behaved. Children are excited and motivated to learn. Children's good manners, good behaviour and mutual respect are supported.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well to adults and to each other. They join in conversations and discussions. Sensitive listening and skilful questioning by staff promotes success in speech and language. Staff praise the contributions of all children. The children are becoming confident in talking about their ideas in all activities. The environment is rich in books, print and words that promote interest and develop learning about literacy. Children write their names and other words from memory.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making good progress because staff confidently engage them in mathematical play and talk. Staff intervene in play appropriately to extend mathematical ideas and language. A weighing activity with different toys engages children in comparing and measuring groups of objects. Staff introduce calculation by adding 1 more or taking 1 away. Children learn about length, shape and number by joining pieces of large building equipment together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many worthwhile opportunities to develop an understanding of their world. They are developing skills using a range of tools and objects. For example, using a balance with a range of toys and objects, motivates the children to ask and explore why and how things happen. They are acquiring knowledge and understanding about their everyday experiences through stories, festival celebrations during the year and role play. Children explore, investigate and design and to use I.C.T.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely inside and out. They develop control, balance and coordination using big blocks, construction toys and a climbing area. Using the parachute, children work together passing a ball and moving confidently underneath. They go outside regularly and practise large movements with ride-on toys, balls, hoops and a trampoline. Effective planning creates time for children to repeat and refine small manipulative movements and to develop skills with a range of equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are engaged in many worthwhile craft activities that encourage exploration of colour, shape and texture. They enjoy regular singing times with a range of songs that they can sing from memory. Joining in rhymes and action songs develops their understanding of repeated sounds and patterns in music. Children are given good opportunities to respond to their own experiences, and express their ideas, using all their senses with an extensive range of materials and equipment.

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:
- use observations of children's learning through the stepping stones of the early learning goals to inform future planning
- give more emphasis to visual displays and provision of artefacts to reinforce learning about other cultures and beliefs.

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.