



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103164

DfES Number: 545308

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Christine Powlesland

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Liskeard School Nursery
Setting Address	Luxstowe Liskeard Cornwall PL14 3EA

REGISTERED PROVIDER DETAILS

Name	The Committee of Liskeard School Nursery
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ORGANISATION DETAILS

Name	Liskeard School Nursery
Address	Liskeard School & Community College Luxstowe Liskeard Cornwall PL14 3EA

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

Liskeard School Nursery opened three years ago. It operates from two main rooms plus a sleep room, kitchen and separate toilet and washing facilities. The nursery is located in Liskeard School and Community College. It serves the Community school staff and the local area. There is an enclosed outside play area.

There are currently twenty six children from nought to five years on role. This includes three funded three year olds and three funded four year olds. The nursery is able to support children with special needs and who speak English as an additional language.

The Nursery opens five days a week during school term times. Sessions are from 08.30 to 15.30.

Three full time and three part time staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. One member of staff is currently working towards an recognised early years qualification. The nursery 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?

Liskeard School Nursery provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals in four of the six areas of learning.

The quality of teaching is generally good. Staff relate well to the children and encourage them to try new experiences. They have high expectations for behaviour and children learn to take turns and share during group activities. Staff plan a variety of activities and understand what children learn from them. Staff work directly with the children, however the needs of the older and more able children sometimes dominate the group activities. Not all staff are familiar with the Special Educational Needs Code of Practice. Staff assess children's learning and development against the stepping stones and early learning goals and use this information to plan what the children should do next. They keep careful records which provide a picture of the children's progress to share with parents, although this does not include examples of the children's work.

The leadership and management of the day nursery are generally good. The staff work well together and are aware of their roles and responsibilities. They have a strong commitment to continued professional development, however staff appraisals do not focus on their training and support. Regular staff meetings are held and advice from external advisors is followed. Staff reflect informally on their practice and work towards improving the provision for the children, although they have not dealt with the weaknesses in Physical and Creative Development. The nursery manager involves and guides students well.

The partnership with parents and carers is generally good. Parents speak highly of the provision and spend time talking informally to staff about their children. Clear plans for the activities and areas of learning for the week are displayed, however these are not really well positioned for parents to read.

What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children.
- Staff are good at developing children's language. They value what the children say, introduce them to new vocabulary and encourage them to listen.
- Children use counting in meaningful situations and some are able to calculate the exact number of cups required at snack time.
- Staff are committed and enthusiastic, planning a variety of activities and understanding what children will learn from these.

What needs to be improved?
<ul style="list-style-type: none">● the full participation of all children in physical activity with more independent access to large and small equipment● the use of resources to fire the imagination of children in role play● the familiarity with the Special Educational needs Code of Practice by some members of staff.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and can concentrate well in large group situations. They relate well to staff and to each other and have formed friendships. They adapt well to changes in routine and show curiosity in new experiences. Children behave well. They show concern for living things and are becoming independent in choosing activities and in self care. The children sit together for snack time, however this is not shared with staff and conversation is not encouraged to make it a social occasion.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate clearly and use language and signing to join in rhymes and songs. They are beginning to recognise the sounds letters make. They give meaning to marks and have good eye-hand coordination when using one handed tools. They recognise their first names and some can write their names. Group story time is enjoyed when the children sit quietly and concentrate, however children do not use the book corner independently to look at books or use books displayed in the mathematics area.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use counting in meaningful situations and enjoy number rhymes, using their fingers to help. Older children can calculate, understanding that to make seven from nine, two need to be taken away. Younger children can count out sweets correctly onto the number line. Positional language is used when discussing painting. The potential to develop their awareness of weight and capacity is not sufficiently exploited through use of resources such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children showed curiosity when two guinea pigs visited, they explored the bedding and food. They show some interest in the computer which they can operate with help. Children develop a sense of time and place, showing an interest in the world and are able to discuss past events, themes have also included other cultures. Children do not regularly select their own resources to cut, join and build for their own purpose. Opportunities to find out more about the natural world are not fully exploited.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are aware of the needs of their body, such as their hearts beating faster and needing a drink after exercise. They are developing eye-hand coordination, using charcoal sticks and pens with confidence and exploring malleable materials. Not all children participate fully in physical activity and independent access to apparatus for climbing, sliding and balancing and to small equipment such as bean bags and hoops is limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are beginning to describe texture, such as the differences in the two guinea pigs' fur. They choose their own colours when painting and enjoy the guitar led singing session with the younger children. They explore how sounds can be changed. They have a limited access to a range of stimuli and appropriate materials to fire their imaginations in role play. Creative activities are too often adult directed.

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

- ensure the full participation of all children in physical activity, with more independent access to large and small equipment
- provide a range of stimuli and appropriate materials to fire the imagination of the children in role play
- ensure more training is obtained for those less certain about the Special Educational Needs Code of Practice.

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.