



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 316464

DfES Number: 513862

INSPECTION DETAILS

Inspection Date 11/11/2004
Inspector Name Judith Heald

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name The Old Library
Setting Address Wardle Road
Rochdale
Lancashire
OL12 9ER

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Peter Clegg and Dale Clegg
Address The Old Library
Wardle Road
Rochdale
Lancashire
OL12 9ER

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

The Old Library opened in 1988, the nursery operates from a two-storey building with the main nursery accommodation on street level. There is a facility on the lower floor for school age children after school and during school holidays and a transport service is available. It is situated in the village of Wardle in Rochdale. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.30 excluding Bank Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 70 children on roll. Of these 20 children receive funding for nursery education. The nursery currently supports a child with special educational needs.

The nursery employs 15 staff including the nursery owners, and a manager with an appropriate early years qualification. The early years staff hold relevant early years qualifications or are working towards qualification.

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

How effective is the nursery education?

The Old Library Day Nursery provides acceptable nursery education, though children's progress towards the early learning goals is limited by some significant weaknesses in the provision

Children's progress in personal social and emotional development, physical development and creative development is generally good. Children's progress in communication, language and literacy, mathematical development, knowledge and understanding of the world is limited.

There are significant weaknesses in teaching. The pre-school staff team do not yet have a thorough knowledge of the Foundation Stage. New planning has recently been introduced to link learning to play however, the staff are not yet confident to implement into practice. They lack an understanding of the importance of questioning children to encourage learning and frequently miss opportunities to extend language and thinking. They do, however make good relationships with them. They praise and encourage them often, in response the children behave well. There is very good commitment to supporting children with special needs, with good support systems in place. Recently the pre-school room has been re-arranged to provide a more child-centred environment where children make choices about activities and the resources they use.

Leadership and management has significant weaknesses. There have been many management changes recently and a new manager has now been appointed. She has worked hard to implement changes to the provision with the support from the early years team, though management roles have not yet been clearly defined and the staff have not had the time or developed their skills sufficiently to implement the changes effectively.

The partnership with parents and carers is generally good. Parents have access to information through diaries and newsletters. Parents are made to feel welcome in the nursery and value the provision

What is being done well?

- The children feel safe and secure; there is a particularly good relationship between children, parents and staff. Staff promote good behaviour management providing children with clear boundaries
- Children with special educational needs participate in all activities and are well supported by the whole team
- The children develop their creative and imaginative skills well, by exploring a range of natural and man-made materials, developing their sensory awareness e.g. collage, painting

What needs to be improved?

- the staff's knowledge and understanding of the Foundation Stage
- the effectiveness of planning and assessment systems, to ensure that staff are confident in observing and assessing what children can do, and then planning appropriately for the next steps in their learning
- the staff team's knowledge of, and skills in questioning children effectively to extend their learning particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world
- the roles and responsibilities of the management team to ensure consistent support for staff, promote team work to enable staffs confidence in the delivery of an effective learning environment

What has improved since the last inspection?

At the time of the last inspection the key area identified for improvement was to develop current planning procedures to ensure staff are clear about the main intended learning outcome.

Limited progress has taken place since the last inspection as there has been many changes in the management, planning procedures have been many and varied. A new manager came into post in September 2004.

The medium/short term planning process for the three and four year old's is currently being re-introduced by the newly appointed manager who is working with the support of the Early Years Development & Childcare Partnership

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children feel safe and secure and have good relationships with each other and staff. The children choose and explore a range of activities independently and concentrate well during play. They are well behaved and are beginning to know right from wrong, share and take turns. Children with special educational needs participate in all activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children show interest and enjoyment during story time, they listen and join in suggesting what might happen next. Children do not sufficiently develop their language or link sounds to letters during play. Children do not practise writing for a purpose very often, such as labelling their own work. They do not gain a sufficient understanding that print carries meaning and we write for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children confidently explore shapes for example when they play with play dough and make collages. Children do not count often enough during play and routines. They can see numbers in the specific maths area, though do not routinely use this area for reference to develop number recognition and skills. Children do not develop sufficient mathematical skills and understanding to solve problems during activities and throughout the day.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children learn about the local community and people, when they go for walks in the environment and talk to visitors such as the police, though do not develop sufficient awareness of other cultures and beliefs. They use a computer; though have limited access to other technology. Children do not use a wide range of construction resources for joining and connecting. Children do not sufficiently develop and understanding and awareness of time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing a good awareness of the space required for their movements and have opportunities to use large equipment and wheeled toys well as part of their outdoor play. They also take part weekly in fitness and dance sessions. Children develop their fine manipulative skills well during activities and the daily routine. Children do not develop sufficient knowledge and understanding of health and bodily awareness within the daily routine.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use their creative and imaginative skills well during painting, collage and play dough activities to express their own ideas. Children use their senses to explore, for example making shakers with coffee granules, lentils, Weetabix. Children play independently in the home corner and use their imagination to recreate adult roles. Children have some access to music and musical instruments</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the staff's understanding of the Foundation Stage, that will enable them to consistently implement the planning and provide meaningful learning experiences for the children
- develop roles and responsibilities of the management team to ensure consistent support for staff, promote team work to develop staff's confidence in the delivery of an effective learning environment
- develop staff team's knowledge of, and skills in questioning children effectively to extend their learning, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world.

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.