



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224194

DfES Number: 584533

### INSPECTION DETAILS

Inspection Date 03/02/2005  
Inspector Name Sally Ann Smith

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Mary`s Nursery  
Setting Address The Demountable, St. Marys RC School  
New Park Road  
Shrewsbury  
Shropshire  
SY1 2SP

### REGISTERED PROVIDER DETAILS

Name The Committee of St Mary's Nursery 234025

### ORGANISATION DETAILS

Name St Mary's Nursery  
Address 11 Belmont  
Shrewsbury  
Shropshire  
SY1 1TE

## 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

St Mary's Nursery is located in a demountable building within the grounds of St Mary's Catholic Primary School in the Castlefields area of Shrewsbury, Shropshire. It is run by a committee. A maximum of 20 children may attend the nursery at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Younger children attend the morning session, whilst older children attend the afternoon sessions. The nursery currently supports children with special educational needs.

The nursery employs five members of staff, four of whom hold appropriate early years qualifications.

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

### How effective is the nursery education?

St Mary's Nursery provides high quality provision overall which helps children make very good progress towards the early learning goals.

Teaching is very good and staff work together to provide an environment which is stimulating and conducive to children's learning. Children's independence is fostered well and staff encourage children to be confident and share what they know, such as their knowledge of French. Staff provide regular opportunities for children to select resources independently and initiate their own play enabling children's interest to be maintained. As a result children develop at their own pace according to their ability and stage of development. Staff complete regular observations and assessments on the children to inform planning. Activities are adapted to meet the needs of all children and regularly evaluated to ensure that learning objectives have been achieved. Staff give clear explanation and use appropriate questioning to extend children's knowledge, understanding and vocabulary, although there are limited labels around the room. Children's behaviour is good and they are encouraged to take turns in talking when part of a group. Staff support children with special educational needs and take time to encourage, reassure and support children individually to encourage them to participate in all activities.

Leadership and management are very good and staff and children benefit from a committed person in charge. Practice is evaluated through regular meetings to identify areas for improvement or to consolidate success. Advice from the teacher/mentor from early years and ideas from forum meetings are used to enhance practice.

Partnerships with parents are very good and they receive good quality information about the curriculum and ideas for activities to be completed at home to help with children's learning. To encourage effective liaison between the nursery and home children have homework books to record and share their work and achievements.

### What is being done well?

- Staff work well together as a team to provide a stimulating environment in which the children learn. Staff are receptive to advice and support from early years practitioners to help improve service delivery.
- Staff are skilled in using appropriate questioning to extend children's language, knowledge and understanding. Children are confident and eager to learn. They play well both in group situations and independently and warm relationships are fostered with staff
- Children's personal, social and emotional development is appropriately fostered and children are confident and eager to learn. They are encouraged to develop their independence and initiate their own play selecting resources

accordingly.

- Partnerships with parents are very good and children's learning and progress is shared on a regular basis. Parents are given regular written information about the curriculum and ideas for children's learning in the home environment.

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

- opportunities for children to see labels in their environment to include French.

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

Very good progress has been made since the last inspection. The nursery was required to improve ways of recording details of short term planning so that there were clear links between it and the assessment system. At this time staff were using three different assessment profiles, none of which had been implemented effectively.

Staff have since obtained support and training from the Early Years Development and Childcare Partnership and attended courses on curriculum planning and the effective use of assessments. Staff use the Early Years Profile to assess children's progress and development which is linked to the stepping stones. Staff regularly observe and record children's progress and transfer the information to the children's profiles. These are used to help inform planning and activities are evaluated to ensure the learning intention has been achieved.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their approach to all areas of learning and settle quickly to task selecting resources independently and initiating their own play. They speak up clearly in groups and are keen to share what they know such as the days of the week, numbers and body parts spoken in French. Children talk about feelings such as sadness, sharing and kindness and discuss how they feel when they receive a present. They share and take turns and respond positively to the boundaries set by staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well and circle time enables children to build on their vocabulary, consolidating their understanding of new words, although there are few labels around the room. They plan their own plays discussing the layout of the room and seating arrangements and write invitations for guests to watch their performance. Children recognise initial sounds and they look at end sounds and vowel sounds such as "ee" and "oo". Children regularly practise writing their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Everyday routines and play opportunities consolidate children's understanding of numbers, shape, size and quantity. They use language to develop their understanding such as big, little, deep, shallow, above and below. Children count well up to ten and can separate and add two numbers together. They put objects into pairs and groups of 3 and 4 and correct staff when they write numbers on the board incorrectly or in the wrong order. Children calculate how many invitations to send for their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their own environment and the people who live there. They look at patterns in their surroundings such as bricks in buildings and paving slabs and are aware of the changing seasons. They discuss how animals survive in the winter and why dolphins are mammals and not fish. Children can operate the computer and confidently manoeuvre the mouse and switch the computer on and off. Children learn about different festivals and cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children manipulate small and large objects and are gaining increasing skills in using scissors. They confidently handle tools such as glue spreaders and paint brushes. They manoeuvre bikes with control negotiating stationary objects and stopping and starting appropriately. Children respond to sound with body movements looking at rhythm and perform "light dances," putting a sequence of movements together to reflect the moon, stars and sun. Children pretend to be rays and sharks in the sea.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore shape and texture using their hands, fingers and feet. They mix paints together to make different shades and freely access collage materials to make their own designs. Children use their imagination in music and dance and interpret the music with bodily movements such as swimming like fish. Children make their own instruments and listen to beats and patterns in music. They experiment with a variety of malleable materials such as play dough, clay and gloop.

**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;
- increase the range of labels in the environment both in English and French to reinforce children's recognition of letters and words.

*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.*