



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 229081

DfES Number: 518354

INSPECTION DETAILS

Inspection Date 02/02/2005
Inspector Name Jennifer Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiggy Winkles Day Nursery
Setting Address Pegasus Primary School
Turnhouse Road, Castle Vale
Birmingham
W Midlands
B35 6PU

REGISTERED PROVIDER DETAILS

Name The Merlin Venture Ltd 3615422

ORGANISATION DETAILS

Name The Merlin Venture Ltd
Address Venture House
Castle Vale Enterprise Park Park Lane
Castle Vale
Birmingham
B35 6LJ

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

Tiggy Winkles Day Nursery is situated within Pegasus Junior and Infants Schools in Castle Vale, Birmingham. The nursery is owned by Merlin Venture Limited.

The nursery provides full day care for a maximum of 55 children under 8 years. It is open Monday to Friday between 7:00 and 18:00 for 51 weeks a year. There are currently 9 children on the register in receipt of funding and the nursery receives support from the Local Authority via the Teacher Mentor Service. Children are grouped according to age in either Babies, Tweenies, Toddlers or Pre-School. There are 3 bathrooms available for the children.

The nursery employs 19 staff, 10 of whom are qualified to NVQ Level 3 or equivalent. Six staff have NVQ Level 2 and three are working towards it.

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

How effective is the nursery education?

Tiggy Winkles Day Nursery provides generally good quality nursery education overall, enabling children to make very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development and generally good progress in all other areas.

The quality of teaching is generally good. Staff have an acceptable knowledge of the foundation stage curriculum and they plan some interesting and imaginative activities. They give explanations and generally use appropriate questioning in order to extend children's knowledge, understanding and vocabulary in most areas. Staff do not always maximise learning opportunities to develop language for linking sounds and letters. The planning for mathematics does not fully develop ideas of problem solving and in physical play staff do not always plan sufficient activities to increase children's skills in climbing and balancing. Planning is currently being reviewed in order to give staff adequate time to deliver the curriculum and to ensure it reflects the stepping-stones. Staff use children's assessments to measure against the early learning goals and are beginning to use the information to inform the planning.

The leadership and management of the setting is very good, there have been some recent staff changes, however the group is now stable and committed to developing practice through training. Staff are clear about their roles and responsibilities and work well together as a team.

Partnership with parents is very good. The group organise events involving parents and they value parent's support. Arrangements for new children settling in are flexible and gives parents time to discuss children's interests and needs. Parents are welcome to take an active role in their children's learning through the operation of an open door policy.

What is being done well?

- Children are confident and eager to learn their behaviour is exemplary. They play well both in-group situations and independently, warm relationships are fostered with staff.
- Children enjoy learning about their own and other cultures, through celebrating festivals.
- Staff work together as a team, providing very good role models and creating an effective learning environment where children are encouraged to try new experiences and develop independence.
- Children's learning and progress is shared on a regular basis with parent's. Staff make parents feel welcome, they show an understanding of the children's home and family circumstances.

What needs to be improved?

- the planning to ensure that it fully covers all areas of learning particularly in communication language and literacy and mathematics.
- the programme for physical play to enable children to increase skills in climbing and balancing.

What has improved since the last inspection?

Staff have made generally good progress in addressing the four key issues raised at the last inspection. They were asked to make more use of incidentally occurring opportunities, to promote mathematical awareness and understanding by encouraging children to solve simple problems in practical situations. The setting had organised training for staff in this area, however a new staff member has taken over the position, and although plans are in place to update her knowledge, this area has some weaknesses.

The group were also asked to provide additional equipment and opportunities for children to use technology to support their learning. The setting have purchased a computer, tape recorder and television and video recorder, which children use independently. They were also asked to provide more opportunities for the children to use and develop their imagination within art and craft activities in two and three dimensions. They have developed a creative area within the room, where children have unlimited access to art materials to foster children's creativity and imagination. They were also asked to provide parents with additional information about the educational provision and have produced a detailed leaflet for parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn, they work well in groups and independently. They demonstrate pride in their achievements during a "self portrait" activity. They form good relationships with other children and adults. Children's behaviour is good and they share and take turns during activities. They are clear about expectations and boundaries and respond well to praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children ask questions and talk about what they are doing. They listen to stories with attention and interest. Children recognise their names, familiar words and name cards are consistently used as part of daily routines. Children are not always aware of sounds in words or know which letters represents some sounds. Children use a range of equipment to help develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in shape and space and can create pictures and patterns. They understand mathematical language such as in front, behind and use it in their play. They count confidently up to 10 and some children count beyond at circle time and can recognise written numbers. However they do not use mathematics in practical activities to solve simple problems. They can order according to size and record their findings on a height chart. Children sing a range of number songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their environment and the people who live there. They visit local schools, shops, and places of interest. Children show curiosity whilst playing with sand and request water to be added to change the texture. They investigate things around them using tools such as magnifying glasses. Children access a range of technology equipment which they use confidently. They can remember significant events that have happened to them such as birthday parties.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently in a variety of ways including backwards and sideways. They confidently handle tools such as glue spreaders and paintbrushes demonstrating skills for hand and eye coordination. They operate equipment by pushing and pulling trolleys and prams, they ride bikes and scooters. They do not have sufficient opportunities to use large equipment for climbing and balancing. They learn about hygiene and are encouraged to wash hands.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children are beginning to use their senses to smell, taste, touch and feel as they use a variety of media. They enjoy using gloop and experimenting with wet and dry sand. They join in familiar songs and respond to music with body movements, showing some awareness of different rhythms and tempos. Children engage in role-play based on their own experiences, they pretend to be doctors, nurses and ambulance drivers.

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

- extend the planning to ensure that it fully covers all areas of learning particularly in communication language and literacy and mathematics
- increase opportunities for physical play to enable children to increase their skills in climbing and balancing.

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.