



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY219881

DfES Number: 554455

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Mendip House Nursery & Pre School
Setting Address Mendip House Nursery & Pre-School
17a Bedford Road
Weston-super-Mare
North Somerset
BS23 4EJ

REGISTERED PROVIDER DETAILS

Name Mendip House Nursery & Pre School 4396081

ORGANISATION DETAILS

Name Mendip House Nursery & Pre School
Address Mendip House Nursery & Pre-School
17a Bedford Road
Weston-super-Mare
North Somerset
BS23 4EJ

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

Mendip House Nursery and Pre-School opened in 2002. It operates from a renovated commercial building in the south ward of Weston Super Mare, it is situated near Weston Hospital and local schools. The day nursery has a rear garden and serves the local and surrounding area.

There are currently 76 children from seven months to four years on roll. This includes 33 funded children. Children attend for a variety of sessions. The setting has experience of supporting children with special needs.

The group opens five days a week for 51 weeks of the year. Sessions are from 08:00 to 18:00.

Eight full time and three part time staff work with the children. Most of the staff have early years qualifications to NVQ level 2 or 3 or are currently working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Mendip House Nursery and Pre-school provides good quality nursery education, children are making generally good progress in all areas of learning and very good progress in personal, social and emotional development.

The quality of teaching is generally good, most staff have a clear knowledge of the foundation stage curriculum and less confident staff are well supported by senior staff. Planning covers all areas of learning and details intended learning outcomes for activities. Staff keep clear observation records of children's learning, however these are not used to set targets for next learning for individual children, consequently more able children are not always sufficiently challenged. Children choose from a range of activities, however there are limited opportunities for children to freely experiment and express themselves with tools, equipment and materials. Children with special educational needs are welcomed in the group and their needs identified and met very well in liaison with parents and other professionals. Staff help children learn about the effects their behaviour may have on others and generally children behave very well.

The leadership and management of the pre-school is generally good. The staff are well supported by regular appraisals and supervision. Staff are involved in regular staff meetings and are encouraged to attend regular training to develop their professional practice. The Nursery and Pre-school have joined a national quality assurance scheme. Through this they are in the process of identifying their areas for development.

Partnership with parents is very good and staff work closely with parents to identify children's needs. Information about the provision is made available through notices, newsletters and the prospectus. Staff give regular informal and written feedback of children's progress, however parents do not participate in setting targets for children's next learning.

What is being done well?

- Children choose from a range of activities to promote learning through play. Many resources are home made and of high quality, the computer is used effectively and a clear catalogue of programs has been produced to support staff when choosing appropriate activities for children. The computer and other programmable toys are used to promote learning in all areas.
- Staff have close relationships with children and their families and children demonstrate a strong feeling of belonging. They understand that their behaviour may affect others and they behave very well. They are beginning to show consideration for younger and less able children.
- Leadership and management is strong and staff are well supported by a staff

appraisal system and access to training. Staff are well qualified and committed to improving the quality of nursery education for children.

- Most staff have a good knowledge of the foundation stage curriculum and planning covers all areas of learning. The needs of children with special educational needs are clearly identified and met in partnership with parents and other professionals.

What needs to be improved?

- the use of observation records of children's progress to ensure that all children are challenged appropriately
- opportunities for children to freely explore, experiment and express themselves with a wide range of tools, equipment and material

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to become independent in a safe environment. They separate happily from their carers and build close relationships with staff and other children. They learn how to look after themselves and to consider other people and their needs. Children are confident and talk happily about themselves with adults and other children. More able children are able to concentrate and complete chosen tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use spoken and signed language to communicate their ideas and needs and are able to describe emotions and feelings in response to different situations. They enjoy songs and rhymes and join in happily with familiar stories. Children freely choose to sit and read to themselves and in small groups and take story sacks home to share with parents. More able children are starting to write their names clearly but there are few opportunities to mark make in every day activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to practice mathematical skills in everyday play. Most children can count from one to five and more able children can count much higher. Children use mathematical language to describe shapes and position and enjoy games involving matching and pattern making. More able children are beginning to make simple additions and subtractions but are not always sufficiently challenged to extend their skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children competently use tools and materials to design and build in planned activities, however there are few opportunities for them to freely use tools and equipment. They are able to explain their ideas and demonstrate how to use the computer and different programs. Children are developing a sense of time and more able children talk accurately about the past, present and future. They learn about the lives and beliefs of their own and others cultures and enjoy simple celebrations.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children learn to become confident and competent at using a range of large and small equipment and tools. They move confidently in different ways using large play equipment and enjoy learning how to use small sports equipment and develop ball skills, but more able children are not always challenged to extend their skills. They are aware of space and are considerate of others when moving around inside and out. Children learn about their bodies and can explain how to meet their physical needs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy using materials and media through adult led planned activities, but there are few chances for children to freely experiment with different materials. They enjoy acting out stories in the well resourced role play area and are able to develop their own story lines. The book corner is well used and children often choose to read to themselves and with others. They enjoy singing familiar songs and using musical instruments in adult led activities.

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

- develop the use of children's records to identify individual learning targets to ensure that more able children are sufficiently challenged
- provide more opportunities for children to freely explore, experiment and express themselves with a wide range of tools, equipment and materials.

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.