



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 502186

DfES Number: 544247

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Lorraine, Susan Fay

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Time for Nursery
Setting Address 458 Heysham Road
Heysham
Morecambe
Lancashire
LA3 2BN

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Sarah Rodriguez, Carol , William and Laura Nelson
Address 18 Walker Grove
Heysham
Morecambe
Lancashire
LA3 2BX

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

Time For Nursery is situated in a large detached Georgian house. The premises are within easy access of the town centres of Heysham and Morecambe. The premises have been purposely adapted to meet the needs of young children. The Nursery operates from Monday to Friday from 07:30 until 18:00 all year round excluding bank holidays.

Children are grouped according to age in three main areas. The Sunbeam Room which provides a separate baby unit, the Sunshine Room for toddlers up to the age of three years and the Sunlight Room for children of pre school age. All rooms have a messy area for creative activities and facilities for sleep for rest. There are appropriate toilet facilities for children and nappy changing areas. There is a secure outdoor area with a variety of play surfaces.

There are eighteen staff members employed fourteen of whom hold relevant childcare qualifications. There are eighty six children on roll, thirty one are funded three and four year olds, seven of these are aged four years. There are no children with identified special needs and none with English as an additional language.

This Nursery is in receipt of support from the Sure Start, Early Years & Childcare Service.

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

How effective is the nursery education?

Time For Nursery provides good quality education overall which enables children to make generally good progress towards the Early Learning Goals. Provision for their physical, mathematical, creative, personal, social and emotional development along with their knowledge and understanding of the world is particularly well planned and children make very good progress in these areas.

The quality of teaching is generally good. Staff understand the Early Learning Goals and plan interesting and challenging activities in most areas. Planning for children's development in relation to communication, language and literacy is less effective. Staff are good role models who provide a warm and welcoming environment. As a result children are well behaved and are eager to come into the setting to learn.

Leadership and management is generally good. Staff benefit from a thorough induction process followed by a regular appraisal system. All staff are encouraged to participate in regular training. The training programme is devised to ensure that all staff have the opportunity to access training which is pertinent to their role. The management team regularly review and monitor the planning programme. They ensure that resources are made readily available which assist children in most areas of learning.

Partnerships with parents and carers is very good. Parents are provided with detailed information about the Early Learning Goals and the setting in general. They have ongoing access to records which keep them fully informed of their child's progress and development. As a result a firm trust is established between parents and the setting from the onset. Parents are actively involved in children's learning. They provide items for themes and topics, one parent provides accessories for the 'bakers shop' role play area. Parents speak highly of the level of education provided by this setting.

What is being done well?

- Children are interested and highly motivated to learn. Staff provide a warm and welcoming learning environment in which children are eager to come into. Children are very confident when working independently and within a group. They learn to share their feelings and experiences. During circle time children talk about their feelings during a recent storm, one child tells the rest of the group that he felt 'scared'. Another child tells the other children 'we are doing very well' as they work together at the construction table.
- Children are very confident counters, they count to ten and beyond. They competently count the number of children present during registration time. Children learn about shape and size. They find straight and curved shapes when making a moat, one child describes the castle as 'massive'.

- Children learn about other cultures. They take great delight in celebrating Diwali, they make lanterns and decorate Rangoli cards. Staff provide very good resources which develop children's knowledge of the 'wider world'. Children enjoy stories, jigsaws and dressing up clothes representing other cultures. Children show great excitement as they prepare to celebrate the Chinese New Year. They make a display and decorate a Chinese fan.
- Children are very skilful when using information technology. They access the computer and appropriate computer programmes. Children have sound skills when using the keyboard and the mouse. Children learn to link information technology to learning. Children are delighted to find the letter of the week on the alphabet computer programme.
- Children move with great confidence and with very good control over their bodies. A physical education programme has been specifically designed for the children attending this setting. As a result children learn the importance of 'keeping fit'. They laugh out loud as they run energetically around the outdoor play area. Children learn about healthy eating.

What needs to be improved?

- children's access to books during the planned session
- resources in the mark making area
- opportunities for children to label their own work.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and highly motivated to learn. They are eager to participate in activities and display excitement during free play. Children learn to concentrate when working independently and during group activities. They sit quietly and listen attentively to the teacher during story time. They handle their own needs very well in the bathroom and are able to put on their own coats. The older children assist the younger ones. Children are very well behaved, polite and considerate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk and interact with each other and adults. Children enjoy stories and books, however there is limited access to books during the pre school session. Children are encouraged to use expressive language when discussing their feelings. Children describe feeling frightened during a recent storm. Children display good pencil control, however mark making materials are limited. As a result children lack opportunity to label their own work and spontaneous mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters. They count to ten and beyond. They learn to compare number and use addition and subtraction during everyday activity. They calculate the date and the number of bun cases required for the baking activity. Children learn about shape and size. They construct a shape robot and cut shapes for the display. Children are skilful when problem solving. They calculate where the pieces fit when completing a twenty four piece jigsaw.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things. They learn about animals who hibernate during the Winter and talk about the changing seasons. Children are skilful when designing and building. A group of children are fully absorbed as they design and build a castle using wooden blocks. Children have sound skills in relation to information technology. They use the key board and mouse very well. Children learn about other cultures. They display great excitement as they plan for the Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with great confidence and good control over their bodies. They run around energetically during outdoor play activities. Children enjoy taking part in the setting's physical education programme. As a result children learn the importance of 'keeping fit'. Children develop a good understanding of space. They find their own space at the snack table and during ring games. They learn about healthy eating. They make food collage pictures for the healthy eating display board.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy a range of creative experiences. They learn about colour and texture. They use textured paint to paint 'current buns' and three dimensional daffodils for the display board. Children are delighted to show the inspector their stained glass paintings on the Nursery windows. Children are tremendous singers and learn a wide repertoire of songs. Children benefit from good quality role play. As a result children develop great imaginations and creativity.

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

- Create a book area where children and adults can enjoy books together throughout the planned session.
- Make greater use of the mark making area and provide equipment of a good quality which enhances children's awareness of the different purposes of writing.
- To provide children with the opportunity to label their own work in order to increase and promote the meaning of print.

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.