



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127382

DfES Number: 514026

### INSPECTION DETAILS

Inspection Date 20/01/2005  
Inspector Name Julie Steeples

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Minster Day Nursery And Out Of School Club  
Setting Address Molineux Road  
Minster  
Ramsgate  
Kent  
CT12 4PS

### REGISTERED PROVIDER DETAILS

Name The Committee of Minster Day Nursery and Out of School Club

### ORGANISATION DETAILS

Name Minster Day Nursery and Out of School Club  
Address Minster Day Nursery  
Molineux Road, Minster  
Ramsgate  
Kent  
CT12 4PS

## 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

Minster Day Nursery and After School Club opened in 1992. It operates from a converted youth centre. The nursery has access to six rooms, an office, toilets, a kitchen and an outside area. The nursery serves the local area and surrounding towns.

The nursery is registered to provide 65 places for children aged between one year and seven years old. Older children attend the after school club, and are included in the total. There are currently 96 children on roll in the nursery, and 47 in the after school club. This includes 56 children three and four old who are in receipt of nursery education funding.

Children attend a variety of sessions each week. The nursery support children with special educational needs. There are no children who speak English as an additional language.

The nursery opens five days a week throughout the year between the hours of 08:00 and 18:00.

Ten full time staff and four part time staff work with the children. Nine have early years qualifications and all attend short courses.

The nursery receives support from a Pre-school Learning Alliance Fieldworker, a teacher from the Early Years Partnership and teachers from the adjacent school.

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

### How effective is the nursery education?

The provision for nursery education at Minster Day Nursery and After School Club is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Knowledge and understanding of the world and physical development are particular strengths of the nursery, and children are making very good progress in these areas of learning.

The quality of teaching is generally good. Staff have positive relationships with the children and questioning techniques are effectively used to help children think. Children enjoy stories and sharing books, but there are limited opportunities for children to recognise their names, link sounds to letters, or attempt to write for a purpose. Systems are in place to support children with special educational needs or for whom English is an additional language. Staff plan a variety of stimulating practical activities both in and out of doors, and children receive good levels of attention and support. Planning has links to the stepping stones, but some of the activities do not have a focussed learning objective. Although staff know the children well, they do not make effective use of assessment in order to inform the planning of activities.

Leadership and management are generally good. The manager is very committed and has the ability to move the setting forward. They are aware of the need to implement an appraisal system and have begun to address the identified weaknesses within the setting. Staff have clear roles and responsibilities and work well as a team.

Partnership with parents and carers is generally good. Parents value the friendly, caring staff. They are regularly informed of their children's progress and achievements. There are some opportunities for parents to become involved in children's learning.

### What is being done well?

- Staff have an easy rapport and warm relationships with the children. Children are confident, independent and motivated to learn.
- The outdoor area is well used to promote children's physical skills and develop their imaginative play.
- The interaction between staff and children is of a high standard and has a positive effect on their learning. There is good use of questioning to help children think and communicate.
- The setting is well led and managed. The manager has made significant improvements in the short time she has been in post. She is committed to the improvement of care and education for all children, and is well supported by the deputy and her staff team.

- Children show interest and enthusiasm when listening to stories and enjoy sharing books in the well stocked library area.
- Children are kind to each other. They work well on their own or in small groups.

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

- focussed learning objectives for activities in the short term planning, so children build on what they already know. Planning should include details of how activities will be adapted effectively to meet individual children's needs
- the use of assessment in order to identify what children need to learn next and to guide planning
- opportunities for children to link sounds to letters, recognise their names, and further develop their writing skills.

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

The progress made in addressing the three key issues highlighted by the previous inspection has been limited.

The nursery is in the process of reviewing its systems of planning for the educational programme. Although long term plans now cover the six areas of learning, there is a need for further development of the short term planning. Staff do not have focussed learning objectives for some activities, so children do not have consistent opportunities to extend learning and build on what they already know.

The two other issues related to the areas of communication, language, and literacy. The setting was asked to find ways for children to link sounds and letters, recognise their own names, and provide opportunities to develop writing skills. There has been limited progress in these areas and they remain key issues.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, enthusiastic, and eager to learn, which support their good progress in all areas. They show care and consideration for others and are learning to take turns. They show good skills of independence, pouring their own drinks. Behaviour is generally good, apart from during the change over of activities when children are left waiting too long and become bored.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and use language to organise their ideas. They respond well to rhyme and listen to stories attentively and with enjoyment. The library is spontaneously used throughout the session. Children have inconsistent opportunities to recognise their own names, to hear and link sounds to letters, and to attempt independent writing for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good daily opportunities to count reliably and recognise numbers. Snack time is well used to introduce the language of math as children compare quantity, size, and shapes of cut up fruits. There are missed opportunities to develop an understanding of addition and subtraction, and simple problem solving, in everyday practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently explore and investigate using magnifying glasses and lenses. They compare similarities and differences between hardback, soft back, and cardboard books. They build and construct using cogs and wheels to design vehicles. The outside areas are well used for regular nature walks and to find out about their local environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with co-ordination and control. They show a good awareness of space as they safely steer their wheeled vehicles. Children handle small tools with increasing control, showing dexterity when using scissors, and co-ordination while using pliers and a wrench during construction activities. They are aware of the importance of keeping healthy through discussion and regular hand washing.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy singing and perform familiar songs from memory. They play musical instruments enthusiastically and match their movements to music. They use their imaginations in role play, both indoors and outdoors, acting out entire holiday excursions. There are missed opportunities to use their imaginations in art and design in some over directed art 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 further short term planning to ensure that it includes a clear learning objective and shows ways in which activities will be adapted to effectively meet individual children's needs
- develop the use of assessment in order to identify what children need to learn next and to guide planning
- provide more opportunities for children to link sounds to letters, recognise their names, and further develop writing skills.

*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.*