



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253401

DfES Number: 596558

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Gill Ogden

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ruddington Day Nursery
Setting Address Grange House
Wilford Road
Ruddington
Nottinghamshire
NG11 6NA

REGISTERED PROVIDER DETAILS

Name Ms Anne Prescott

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

Ruddington Day Nursery opened in 1990 and has been under its present management since 1999. It operates from a large, converted, detached house on the outskirts of Ruddington village. The nursery serves the local area and beyond.

There are currently 121 children on roll. This includes 13 funded three-year-olds and 8 funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs. There are no children attending who speak English as a second language.

The group opens each weekday all year round. Sessions are from 08:00 until 18:00.

There are 17 full-time and 4 part-time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a specialist teacher from the Early Years Development and Childcare Partnership (EYDCP).

The nursery is a member of the National Day Nurseries Association and is in the process of gaining the 'Quality Counts' accreditation.

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

How effective is the nursery education?

Ruddington Day Nursery provides a warm, caring and stimulating environment where children make very good progress towards the early learning goals in all areas of the curriculum. Mathematical development is a particular strength of the setting.

The quality of teaching is very good. The staff are energetic and motivated. Their effective planning and regular assessment of children enable them to provide a broad and balanced range of practical activities to help children learn. They make the most of everyday routines to further capture children's interests and promote sound learning. They use questions skilfully to encourage children to persist and extend their thinking. They work well together as a team and act as good role models for the children. There is an effective system in place to support children with special needs.

The leadership and management of the setting is very good. The manager is committed to improving the care and education for all children so staff are actively encouraged and supported to take up training and meet regularly to share practice. Good use is made of the specialist teacher from the Early Years Development Childcare Partnership in monitoring and evaluating the provision.

The partnership with parents is very good. Staff know parents well and have developed systems of sharing information and involving parents in children's learning which fit in with their needs. Parents receive good quality written information.

What is being done well?

- Children are confident and eager to take part in activities as a result of the staff's energetic approach and ability to motivate the children well.
- Staff's knowledge of the early learning goals ensures that children experience well-planned, practical activities in all areas of learning. Many activities incorporate effective learning across the whole curriculum and staff make the most of any opportunity to reinforce learning.
- Children enjoy regular use of outdoor play space where staff provide a varied programme of activities to support children's whole body skills development.
- Children make excellent progress in mathematical development. They quickly recognise mathematical situations and use mathematical language during daily routines and activities.

What needs to be improved?

- the assessment system, so that it enables planning to become even more effective
- parents involvement in children's learning, by involving them in the assessment system.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Two key issues were raised which related to planning for all the areas of learning and in particular knowledge and understanding of the world, and developing an assessment system which clearly relates to the desirable learning outcomes (now, early learning goals). An action plan was developed and has been implemented successfully. Staff have taken up training opportunities and received advice from their specialist teacher. There are clear plans in place which show that children are experiencing activities which cover the whole curriculum very well, including knowledge and understanding of the world. An assessment system has been developed which clearly links to all the early learning goals and staff are keen to continue to work on it to make it simpler and even more effective.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and well-motivated. They confidently express their needs and enjoy taking part in group activities. They relate well to both adults and their peers and are developing friendships. They understand the rules and boundaries for behaviour and take some responsibility for maintaining them. They are becoming increasingly independent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate very well. They listen well to instructions and to help them take part in songs and stories. They hold conversations with each other and staff throughout activities. They quickly grasp new vocabulary. They enjoy many opportunities to attempt writing and have a growing understanding of reading and writing for a purpose. They enjoy choosing books and sharing them with others.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children talk about numbers naturally during everyday routines and count in sequence to ten and beyond. They enjoy counting and calculating through practical activities and daily routines. They use mathematical language well to compare size, quantity and position in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and living things through well-planned topics and activities. They enjoy talking about past and present events in their own lives and listen with interest to others talking about theirs. They have good opportunities to experiment with a variety of materials, techniques and tools. Good use is made of technology to support learning in all areas. Children are developing an awareness of differing cultures through topic work and celebrating festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's small hand skills and whole body skills are developed through the effective use of a wide range of equipment and large apparatus. They enjoy large physical play regularly outdoors. They are developing a sound understanding of the effect that good hygiene, food and exercise can have on their health.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a range of opportunities to freely explore colour, shape and texture. They enjoy using their imaginations in role play activities and creative model making. They have free access to musical instruments. They explore rhythm and sounds through moving to music and everyday activities. Children use their senses well in response to positive encouragement from staff.

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:

- Points for consideration are to:
- continue to develop the assessment system so that it becomes even more useful to planning
- review how parents are involved in children's learning.

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.