



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 224124

DfES Number: 514206

INSPECTION DETAILS

Inspection Date 14/05/2003
Inspector Name Alyce Helen Callaghan

SETTING DETAILS

Setting Name Kingfisher Nursery
Setting Address Kingfisher Nursery School
SHREWSBURY
Shropshire

REGISTERED PROVIDER DETAILS

Name Ms L Mills

ORGANISATION DETAILS

Name
Address

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

Kingfisher Nursery has been open since 1995 and operates from one room of the Treetops Kids Club's demountable building, with access to a kitchen, toilets and a small enclosed outdoor area. The nursery is open five days a week from 9.15 am to 3.00 pm during school term times. There are currently 38 from two years to five years on the register who attend a variety of session each week. This includes 11 funded three year olds and 13 funded four year olds. There are no children with special educational needs. The nursery provides support when required for children with English as an additional language. There is a key worker system in place and a music teacher provides lessons for one session a week. Three staff work with the children and all hold appropriate qualifications. The setting receives support training courses from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The nursery education is very good. Children are making very good progress towards the early learning goals. Teaching is very good. The staff have a clear understanding of the stepping stones used to attain the Early Learning Goals. Planning provides a good range of interesting activities that help children learn. There is a good range of equipment and resources which staff use well to support children's progress in all six areas of learning. The staff promote good behaviour and have high expectations of what the children can accomplish. Children's progress is assessed regularly and is used effectively by staff to monitor children's progress towards the early learning goals. There are no children with special needs or who have English as an additional language attending the setting, although there are effective systems in place to provide good support. Staff work well together to create an environment that is stimulating and exciting for the children. They plan well for a range of activities and promote continuous learning through creative opportunities. The leadership and management of the setting is professional and effective. Staff are relaxed and work well together, with parents and other agencies to support all children. The team is well established and has a strong commitment to staff development and training. They receive regular supervision and annual appraisals. They have developed strategies to review the effectiveness of the nursery's practice. The partnership with parents and carers is very good. Staff greet parents and children in a welcoming manner encouraging parents to share their child's strengths and skills. Parents are given helpful information about the nursery's educational provision, policy documents, menus and topics to be covered. Parents feel involved in the assessment of their children through written records and notices and regular daily informal discussions with staff about their child's progress.

What is being done well?

Children's personal, social and emotional development is very good. They are eager and motivated to learn. Children's learning in communication and literacy is very good. They can express their feelings and interact confidently with others. Children's learning in knowledge and understanding of the world is good. They use resources that include technology during planned and spontaneous activities. Staff's clear understanding of the stepping stones toward the Early Learning Goals leads to well planned activities which maintain children's interests and efforts. Staff set challenges for children during planned and spontaneous activities that increase their thinking skills. Staff work well together and provide good role models and a consistent secure learning environment for children.

What needs to be improved?

Staff completion of the extended part of the nursery's activity planning sheets so children's learning can be extended.

What has improved since the last inspection?

The setting has a strong commitment to staff development. Training is a priority and assessed through staff meeting, appraisals and on a daily basis. This has resulted in staff's ability to provide a very good programme to support children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good and is a strength of the nursery. Children are enthusiastic and motivated to learn. They think and persevere when creating animal shapes with bread dough. Staff are effective and encourage children to work and play together and as a result children's behaviour is very good. Children develop understanding of their own and other cultures by participating in celebrations acknowledging the differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The development of children's communication, language and literacy is very good. Children listen well to songs, rhymes and stories such as 'We're going on a Bear Hunt'. Three and four year olds have many opportunities to develop their language and literacy skills. Staff extend reading and writing skills by having extra reading and workbooks available. Children are able to recognise and write their name by tracing or copying, some can write them independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The setting's development of children's mathematics is very good. Children are introduced to a wide range of mathematical skills. They talk about numbers and use everyday experiences to solve simple problems. Staff use good mathematical language and make use of good quality resources to introduce children to shape, size, sorting and counting. Children can choose from a good range of computer programmes to extend and support their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is very good. Children develop appropriate skills safely and confidently. They are able to access a wide variety of equipment indoors and outdoors that develop large and small motor skills. Staff plan and use spontaneous opportunities for movement to develop children's skills, such as stories, musical instruments and taped music. Children are learning to recognise and understand that exercise and good food help them grow.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is very good. They are able to access a wide variety of equipment indoors and outdoors that develop gross and fine motor skills. Staff plan and use spontaneous opportunities for movement to develop children's skills such as stories, musical instruments and taped music. Children are learning to recognise and understand that exercise and good food help them grow.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Creative development for children is very good. They work in varied media, explore colour, shape and texture in two and three dimensions. They have opportunities to experience various musical instruments and sing. Staff value children's work and it is well displayed. Children write, talk and use a wide range of resources to express their ideas and talk about their feelings. They use their imagination when dancing and moving to stories.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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 weakness to report, but consideration should be given to improving the following: the management of time, to allow staff to complete fully planning sheets in all areas to support children's learning.