



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127306

DfES Number: 530428

INSPECTION DETAILS

Inspection Date 30/04/2004
Inspector Name Beryl Witheridge

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kings Nursery
Setting Address King George's
Playing Field Pavilion, Park Ave
Sittingbourne
Kent
ME10 1QX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Kim Beech and Karen Williams
Address Playing Fields Pavilion
Park Avenue
Sittingbourne
Kent
ME10 1QX

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

Kings Nursery opened in 1998. It is registered to provide care for forty-six children under five years. The nursery operates from two rooms in a Pavilion, in Sittingbourne. The nursery serves the local area.

The setting opens five days a week during school term times. Sessions last from 09.00 to 15.00. There are currently eighty children from two to five years on roll. This includes twenty-nine funded three-year-olds and twenty-three funded four-year-olds. Children attend for a variety of sessions. There is one child who has special educational needs. None of the children speak English as an additional language.

There are ten staff working with the children, of these seven have early years qualifications. There are three staff on training programmes. The setting receives support from a mentor from the local Early Years Development and Childcare Partnership (EYDCP). It is a member of the Pre-school Learning Alliance (PLA).

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

How effective is the nursery education?

King's Nursery is acceptable and of good quality overall. Children are making generally good progress towards the Early Learning Goals.

Teaching is generally good. Most staff show a secure knowledge of how children learn and the early learning goals. Staff provide the children with good role models and they have a good relationship with the children. Staff work with children in small groups and allow time for one to one work, especially with children who have special needs. Staff use every opportunity to introduce new vocabulary and give explanations of new words or concepts. They provide children with a wide selection of activities, toys and equipment to meet their needs. There is an evaluation of these activities but it does not identify the weaknesses in an activity only the strengths.

Leadership and management is generally good. The staff work together well as a team, supporting each other and the children. Staff appraisals are carried out regularly and staff are able to identify training needs and attend relevant courses. Staff meetings are held regularly and staff are able to discuss future learning needs of the children. All staff are involved in the planning. The next steps for children's learning are not clearly identified in the planning.

The partnership with parents is generally good. Parents are warmly welcomed into the setting. They are given up-to-date information about the group through the use of newsletters. Parents are informed on a daily basis of what the children have been doing at each session. Termly reports on the children have been introduced and staff see this as a positive step forward. Parents feel that they are able to approach staff at any time to discuss their child.

What is being done well?

- The staff teach the children by example; they are good role models. Children know how to behave and understand what is acceptable and what is not.
- Leadership and management is good. Staff work well together and are committed to the learning and development of the children. Children receive good support.
- Children's personal, social and emotional development is good. Children are confident and form good relationships with staff and their peers.
- Partnership with parents is positively encouraged. Staff have taken measures to improve the giving and sharing of information with the parents.
- The children are developing an awareness and understanding of the needs of others. They show a caring attitude and a willingness to help.

What needs to be improved?

- children's individual needs to be identified in planning
- more opportunities for children to practice writing and mark making skills
- opportunities for children to be more independent, accessing toys and equipment
- continue with the new way of completing children's records
- the use of tools for construction

What has improved since the last inspection?

Overall, good progress has been made in implementing the action plan following the last Ofsted inspection. The group was asked to provide more opportunities for children to select their own materials and provide more resources for creative ideas. They have supplied more equipment and resources in the home corner, including fruit shop, shopping bags, and scales. Plan more activities to lead children to question why and how things happen. Activities to encourage children to ask why include the use of dry and wet sand, magnifying glasses and binoculars. They use calculators, phones, tills, and programmable toys. Extend opportunities for children to learn about aspects of their environment such as people who work in the environment. Staff have provided more resources such as dressing up clothes and have used the home corner as a police station, hairdressers, hospital and greengrocer's shop. Develop children's records to reflect their progress in all six areas of learning. A new system of recording children's development, in the six areas of learning, has been put in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good self-esteem and confidence. They are able to form relationships with their peers and the staff. They play together in groups and willingly take turns. They play imaginatively in real life and pretend situations. The children have high self-esteem. The layout of the building and storage facilities do not allow children to be totally independent or provide self-care. Their behaviour is good and they understand right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff encourage children to use language and extend their vocabulary. The children are good communicators and are able to use language to describe and explain. Staff provide many opportunities for children to link sounds to letters but miss opportunities to help the children write their names and form letters correctly. Children show a love of books, they understand that print carries meaning. They enjoy listening to and acting out stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count reliably up to ten, some four year olds beyond this. They are able to recognise written numbers. Number displays are at child height for children to see and touch. Staff encourage children to use comparative language in practical situations. The children have opportunities to describe shape, size and quantity. They can capably recreate patterns. Children are able to do simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have a strong sense of self worth. They have a good understanding of the world around them. Staff provide opportunities for the to learn about the natural world. They are given opportunities to explore and learn about their environment. They are able to taste different foods from different countries and learn about other cultures. Displays are relevant to the children, they are at child height and accessible. Staff support children when they are not sure how to use equipment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff introduce healthy eating into the daily routine so children know what is healthy for their bodies to grow. Children are confident and move with control and co-ordination, they have a good sense of space. Staff make good use of the outdoor space and children are given access to a selection of large and small equipment, which help develop their large and small motor skills. There are limited opportunities for children to use tools such as knives to cut their own fruit or do simple woodworking.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to explore media and materials and show a pride in their achievements, this is reinforced by praise from staff. They are able to explore colour, texture, shape, and sound and extend their imagination. They respond to different experiences of what they see, touch, hear and feel. The children use their imagination well, especially in role-play or acting out parts in a story.

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

- identify children's next steps in the planning
- provide children with more opportunities to write their name and form letters correctly
- allow children to become more independent by providing them with more access to toys and equipment

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.