



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 501898

DfES Number: 593113

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Thecla Grant

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kindercare Tweenies, Tinies and Starters
Setting Address 201 Otley Road
Far Headingley
Leeds
West Yorkshire
LS16 5JY

REGISTERED PROVIDER DETAILS

Name Kindercare Ltd 2740366

ORGANISATION DETAILS

Name Kindercare Ltd
Address Hornbeam Park
Hookstone Road
Harrogate
North Yorkshire
HG2 8QT

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

Kindercare Tweenies and Tinies opened in September 1999 with the pre-school section opening in January 2000. The nursery operates from rooms in a re-modernised school in the Headingley area of Leeds. It is part of a nursery chain run by Kindercare Ltd. A maximum of 130 children may attend the nursery at any one time. The nursery is opened each weekday from 07:00 until 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 226 children aged from three months to five years on roll. Of these 45 children receive funding for nursery education. Children come from a wide catchments area. The nursery currently supports children with special needs and who speak English as an additional language.

The nursery employs 26 staff. Over half the staff hold appropriate early years qualifications. Two members of staff are currently working towards a recognised early years qualification. The setting currently receives support from an advisory teacher from the local authority.

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

How effective is the nursery education?

Kindercare Tweenies Tinies and Starters provide good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for Communication Language and Literacy is very good. In all other areas children are making generally good progress.

The quality of teaching is generally good. The staff have a good understanding of the early learning goals and plan a balanced curriculum. However, planning does not fully include all aspects of learning within the six areas and challenges set for children are not fully explored. The staff promote children's physical development, but resources for outdoor activities are not fully utilised. Children with English as a second language (EAL) are welcomed in to the setting, although some of the methods used to include English as an additional language are ineffective. The staff skilfully extend children's language development and make regular assessments that identify their achievements. These are sufficiently linked to the stepping stones.

Partnership with parents and carers is generally good. Parents are provided with good quality information about the setting. However, opportunities for parents to share what they know about their child is limited. Planning identifies that parents are encouraged to be involved with their children's learning and parents are encouraged to access their children's profiles.

Leadership and management is generally good. The staff team are committed to improving care and education and have regular opportunities for professional development. The staff regularly monitor and evaluate their setting. However, aspects of the provision for nursery education are not effectively evaluated and shared with staff.

What is being done well?

- Very good opportunities are provided for children in communication language and literacy. Children listen with enjoyment and respond very well to stories, they use language for communication competently. For example, a small group of three-year-olds discuss which role they will play in the home corner. "I'll be mummy" said one child.
- During an activity the children listen and discriminate between sounds. The older and more able younger children, are able to link sound to letter. For example, one three-year-old said "A for ant."
- The use of assessment is good. Staff make regular assessments that identify children's achievements and any learning difficulties they may have. This is sufficiently linked to the stepping stones.

What needs to be improved?

- the methods used to help children progress who have English as a second language
- the use of resources provided for children's physical development
- the challenges for children, to enable them to expand on what they know and understand, including the use of IT equipment, and the organisation of activities to help develop children's independence
- the planning, to include all aspects of learning for example calculation, shape and measure
- the opportunities for parents to share what they know about their child and be involved in their child's learning
- the strategies to share and review the effectiveness of nursery education with staff.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff team has changed, which has effected some of the key issues from the previous inspection report.

More time has been allotted to children's physical development through the soft play room. This has soft balancing and climbing equipment which children access in small groups. However, large outdoor equipment such as climbing frames and balancing beams are not utilised well. The action plan states that staff now talk each physical activity through with regard to the children's body changes and healthy eating. However, new staff are in place and are not fully aware of this issue. During some supervised activities children are not given the independence needed to access all resources. Staff have an effective assessment system which is linked to the stepping stones and children are able to access writing materials independently.

Children are not able to fully benefit from a rigorous physical programme or learn about the natural world, as the garden is not fully utilised. Opportunities are missed for children to become independent learners as well as learning about their health and bodily awareness.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are very lively, they separate from their carer with confidence. They have formed good relationships with each other and show increasing independence in selecting activities. However, not enough opportunities are given to use resources independently. For example, children ask for glue to be put onto their spatula during an arts and crafts activity. Children are mostly well behaved and are able to stand up for their own rights confidently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen with enjoyment and respond very well to stories. They take turns in conversation and pay attention to what others say. For example, a small group of three-year-olds discuss which role they will have when playing in the home corner. "I'll be mummy" said one child. Children have good opportunities to develop their handwriting skills they draw lines and circles using gross motor movement. More able children are beginning to link sound to letter.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good opportunities are provided for mathematical development. Children show good interest in number and use it in their play. For example, one child in the home corner said "I want two banana's". Older children recognise numbers 4, 5 and 6. Some of the more able children can count up to 17 with support. Children show interest in calculation, but not enough opportunities are provided to develop this area and there are missed opportunities for shape and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate construction materials as they stick pieces together during an arts and crafts activity. They are interested in the world around them and remember and talk about significant events that have happened to them. For example, during circle time one child said it will be Christmas when all the advent calendar boxes are open. Children show interest in information and communication technology, but not enough opportunities are provided for them to complete a simple programme.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and good control, for example, they can balance on stilts, use a bat and ball and ride a bike competently negotiating appropriate pathways. However, opportunities to play on large outdoor apparatus is limited. Children show an awareness of healthy practices with regard to hand washing, but limited opportunities are provided to expand on what the children know.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Three-year-olds are beginning to differentiate colour and know their primary colours. They join in with their favourite songs during circle time and ring games during garden time. A small group of three-year-olds use one object to represent another when they go shopping in a pretend car. The children have opportunities to show interest in what they see and feel, but these are not fully developed to expanded on what children know and understand.

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

- improve the use of resources provided for children's physical development
- extend the challenges for children, to enable them to expand on what they know and understand, including the use of IT equipment, and the organisation of activities to help develop children's independence
- develop the planning, to include all aspects of learning for example calculation, shape and measure
- extend the opportunities for parents to share what they know about their child and be involved in their child's learning
- develop the strategies to share and review the effectiveness of nursery education with staff.

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.