



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 101721

DfES Number: 510595

### INSPECTION DETAILS

Inspection Date	25/11/2002
Inspector Name	Kimberly Negravi

### SETTING DETAILS

Setting Name	Primrose Hill Under Fives (School Site)
Setting Address	Primrose Hill CPS Glos GL15 5TA

### REGISTERED PROVIDER DETAILS

Name

### 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
Primrose Hill Nursery is situated on the site of a primary school and offers sessional care for a maximum of 24 children aged 2 years 9 months to 5 years. Children from the local community attend. 10 sessions run during the week from 8.55 am - 11.30 am and 12.15 pm - 2.45 pm. There are 10 members of staff 5 of whom are qualified to a level 3 standard. 2 members of staff are in the process of completing NVQ level 3. There are currently 63 children on roll, funding is received for twenty eight 3 year olds and thirteen 4 year olds. There are 5 children attending the nursery who have special needs.

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Staff management of children and their support for children according to their developmental needs is good. Leadership and organisation is very good with evidence of a strong commitment to continuing training and evaluation of the teaching. The partnership with parents is good.

### What is being done well?

Parents and children are welcomed by a friendly and approachable staff team. There is an active and purposeful atmosphere within the nursery with children well occupied and interested. Children's behaviour is good. They are settled and at ease in the setting and form good relationships with staff. The premises are bright, welcoming and well equipped. Children have good direct access to materials which are well presented and organised. The staff work well together as a team.

### What needs to be improved?

Greater promotion of language development in all interactions Children's participation in problem solving and finding solutions to conflict. Linking children's scientific knowledge gained within the nursery to the outside world

### What has improved since the last inspection?

Not applicable

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in personal social and emotional development. They understand the pattern of the nursery day, sit quietly and concentrate when appropriate. They contribute with confidence to discussions at group time. Behaviour is good. Children are learning independence skills and they learn to consider others. The children are settled and eager to learn. Staff miss some opportunities to encourage children in problem solving and finding solutions to conflict.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children are making generally good progress in this area. Children have easy access to books in the comfortable book corner and learn to enjoy books alone or with others. Children enjoy and develop imaginary play. Children learn to associate picture labels with the written labels. They listen attentively to stories and contribute to discussions. Children are beginning to recognise and write names. Staff do not always fully extend opportunities for increasing vocabulary	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in mathematical development. They learn about number and to calculate in everyday activities. They can count up to 10 and beyond and know the names of different shapes.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children are making generally good progress in their knowledge and understanding of the world. They learn about the world around them and their local community. They learn about time and seasons through topic work and everyday activities. They understand about different languages and cultures within their local community. They are keen and interested in learning new things. Scientific understanding gained in the nursery is not always sufficiently linked to the outside world	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in physical development. They move with confidence and care inside and outdoors. They have daily access to outdoor play. They use a range of outdoor equipment which helps them develop coordination and balance. They learn to use small tools such as scissors and pencils	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good

Children are making generally good progress in creative development. They use their imagination in role play and enjoy songs, rhymes and stories. Imaginary play is given high priority by staff who encourage its flow. Children use a range of materials for craft activities. Children's opportunities to determine own craft creations are sometimes limited
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
1) Ensure that opportunities are further developed for children to extend language and vocabulary throughout all interactions 2) Develop opportunities for children to participate in finding solutions to conflict in order to promote problem solving 3) Ensure scientific experience knowledge gained in the setting is linked to the outside world in order to increase children's understanding of their environment