



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 200809

DfES Number: 581675

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Valerie Jean Edward

SETTING DETAILS

Day Care Type Full Day Care
Setting Name THE LINKS DAY CARE CENTRE LTD
Setting Address VICTORIA ROAD
HARTSHILL
NUNEATON
WARICKS
CV10 0LS

REGISTERED PROVIDER DETAILS

Name The Links Daycare Centre Ltd

ORGANISATION DETAILS

Name The Links Daycare Centre Ltd
Address Victoria Road
Hartshill
Nuneaton
Warwickshire
CV10 0LS

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

The Links Club Nursery and Day Care Centre have been opened since 1992 and are run by a management committee. The provision is situated within the Hartshill area of Nuneaton and is a short distance from the town centre. The setting operates from two large classrooms, which are situated within the grounds of Nathaniel Newton Infants School. Children attending the facility are primarily from the local area and the surrounding villages.

The facility operates between the hours of 08.00 to 18.00 during school holidays. During term time it operates between 08.00 to 17.45. The facility offers care for children aged from 3 years up to the age of 12. The facility runs an Early Birds session from 08.00 until 08.45, the nursery 09.00 until 15.15 and the out of school club from 15.30 until 17.45. During the school holidays there is also a play scheme, which runs from 08.00 until 18.00. The setting provides support for children with special educational needs and for whom English is not their first language.

There are outdoor play areas and the group can use the school grounds. There are 65 children on roll of whom 41, 3-year-olds and 7, 4-year-olds are in receipt of nursery funding. There are presently 17 members of staff within the setting and the majority have relevant childcare qualifications. The setting has made good links with the reception class teacher, and receives support from the advisory teacher, who is part of 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 Links Nursery and Day Care Centre provides high quality nursery education, which enables children to make very good progress in all areas of learning. Staff work very well together as a team and have good knowledge of the foundation stage and the stepping stones.

The quality of teaching is very good. Staff manage the children well and have good relationships with them. They plan a broad range of activities to support their learning in all areas and arrange the playrooms and resources imaginatively to encourage the children to make decisions and to be independent. Staff provide a learning environment that reflects the community the children come from and the wider world. They help children respond to the boundaries of behaviour and for them to begin to understand the need for self-discipline and consideration for others.

Staff observe and assess aspects of children's development regularly and frequently to enable them to plan what children need to learn next. Although staff plan for children who are not achieving in certain areas the written plans need to be further developed to show how an activity can be adapted to suit such children. There are very good systems in place to support children identified as having special educational needs and excellent work is being carried out.

The leadership and management are very good. It is well established and has a positive impact on children's learning. There is a strong team spirit and staff fully understand their roles and responsibilities in developing the children's learning. They know their strengths and weaknesses and there is a strong commitment to improvement and training and the professional development of staff.

Partnership with parents and carers is very good. Parents receive clear and detailed information about the provision and are kept well informed about their children's achievements and progress. A warm and friendly environment is provided.

What is being done well?

- Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent, are developing self-confidence and are showing an eagerness to learn. Children are well behaved and polite.
- Some children arrive at the centre with limited communication skills. Staff are good at developing their language. They value what children say and encourage them to listen to others.
- Children's creative skills are promoted very effectively through a range of stimulating activities and resources. Effective teaching helps them to design and make things and become adept at modelling with recycled materials,

scissors, glue and tape.

- Children with special educational needs are included in all the activities. Staff find out all they can about their specific needs and work in close partnership with parents, carers and outside agencies to ensure children gain as much as possible.
- Staff have an excellent relationship with parents and carers and clearly value their suggestions and respect their views. Parents are involved in their children's learning and are well informed how to support this at home.

What needs to be improved?

- continue to develop written planning to show how an activity can be adapted to suit children of different ages, who learn at different rates or who have particular needs.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. They needed to ensure that staff continue to keep up-to-date with developments in early years education through regular training courses to increase their knowledge and skills.

Staff are now regularly accessing further training to increase their knowledge and skills and all staff are familiar with the stepping stones and the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They suggest ideas and speak in a familiar group. They are encouraged to be independent; they choose between activities, select resources for themselves and take care of their personal needs. Children are forming good relationships with adults and each other. They work as part of a group, take turns and share. They are beginning to understand right and wrong and are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk, negotiate with others and show awareness of the listener. They listen to stories, enjoy sharing books and enthusiastically enact familiar fairy tales. Children are encouraged to notice the wealth of print displayed around the nursery on signs, captions and posters. They recognise their first names and are beginning to write these correctly with well-formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use number names in familiar context. They can count reliably up to 10 everyday objects. Their understanding of numbers is reinforced as they take part in routine tasks, such as working out the date. Children solve problems of shape and size as they dress dolls and use different size construction sets and materials. They show a developing understanding of addition and subtraction through practical activities and counting songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials using all of their senses. Through planned activities they notice changes that occur, for example when water is added to sand and corn flour. They make models from construction sets and recycled materials using scissors, glue and tape. They visit the nearby park to collect leaves and catch tadpoles and are developing a sense of time and past and present events. They are beginning to know about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively and with control and co-ordination. They show an awareness of space, of themselves and others. They climb and balance and ride cars and tricycles. Children use a range of large and small equipment and handle scissors, pencils and paintbrushes etc with increasing control. Children are beginning to understand the importance of keeping healthy and recognise changes that happens to their bodies when they are active.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children explore texture, shape & form in two and three dimensions. They draw freely and apply paint in different ways. Role-play activities are varied and interesting and children draw on their experiences and imagination as they 'take a trip' to the seaside. Children use their imagination and make their own props when re-enacting stories such as Goldilocks and the Three Bears. Children sing simple songs from memory and match movements to music.

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:

- Point for Consideration:
- further develop the planning to show how an activity can be adapted to suit children of different ages, who learn at different rates or who have particular needs.

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.