



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218450

DfES Number: 539954

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Elaine Poulton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Oaks Nursery
Setting Address Oakley House
544 Etruria Road
Newcastle
Staffordshire
ST5 0SX

REGISTERED PROVIDER DETAILS

Name Little Oaks Day Nursery Ltd

ORGANISATION DETAILS

Name Little Oaks Day Nursery Ltd
Address 27 Grindley Lane
Stoke-on-Trent
Staffordshire
ST3 7LN

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

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

How effective is the nursery education?

Little Oaks Nursery offers good quality provision overall, which helps children to make generally good progress toward the early learning goals in personal, social and emotional development and very good progress in all of the other five areas of learning.

Teaching is generally good. Most staff have a good understanding of the Foundation Stage. Long, medium and short term planning is very good. Staff are aware of the learning intentions of activities and interpret most plans well to support children's learning. There is a good balance of adult led and child-initiated activities, however children do not always initiate or manage their own tasks during routines. There are individual education plans in place to offer support to children with special needs and care plans to offer support to children with English as an additional language. Staff build positive relationships with children and praise them consistently, but not all staff are confident when setting boundaries to children's unacceptable behaviour. The setting has a very good range of equipment and resources to cover all areas of learning and staff spend their time talking to and playing with the children. Staff carry out assessments to inform the next steps in children's learning but these are not fully exploited.

The leadership and management of the nursery are generally good and they support staff well. Strategies are in place to train and keep staff updated in the early years curriculum. There are some practical issues around attending training that need to be addressed. There are good systems to monitor and evaluate the nursery education. Staff are fully committed to quality care and education of children.

The partnership with parents is generally good. Staff work well with parents. There are procedures to share information and keep parents informed about their children's progress, which could be exploited further. Parents are encouraged to be involved in their children's learning.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of practical activities and imaginative themes, for example children have fun with role play with snorkels, flippers and goggles, following on from the theme under-the-sea.
- Staff set challenges for children to develop their thinking and concentration skills through planned activities and use of story time. Children demonstrate good concentration in self-initiated and adult focussed activities, for example, computer games, painting and construction.
- Staff use a number of positive behaviour techniques, for example consistent

praise and individual stickers for good behaviour and achievements throughout the day at the nursery.

- Staff provide an inviting environment that is organised to help and support children's learning. They are skilful in including all children and as a result children's interest is held. They plan activities that build self-esteem and children are given tasks to undertake, for example star helper of the week, which ensures they feel included, valued and motivated to learn.

What needs to be improved?

- the understanding of the Foundation Stage and how children learn, to ensure children's learning is fully supported by all staff working with nursery-funded children
- the opportunities for children to develop, initiate and manage their own tasks during routines and activities
- the use of methods and techniques that help children respond to boundaries of behaviour, not only to demonstrate compliance, but to begin to understand the need for self-discipline and consideration for others
- the assessment procedure to ensure more links are made to the six areas of learning; and to share these with parents.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, excited and motivated to learn. They suggest new ideas and work well alone or in small groups. They are beginning to recognise they are different and are gaining a sense of respect. They talk about their families and of things that interest them. They build good relationships with staff, but not all children are learning about boundaries of acceptable behaviour. They are building self-esteem, but not all children initiate or manage tasks during routine activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening and joining in with songs and rhymes. They are building their levels of concentration. They discuss and explore books carefully. They can recognise their name and initial letter. They are learning that printed labels have meaning. They settle well to listen to stories and concentrate on answering questions about the main characters. They are showing an interest in mark making and are attempting to copy and write their first name with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy singing songs and rhymes that help them understand and use numbers up to and beyond 10. They enjoy active number games that introduce addition and subtraction. They are confident in counting numbers through practical resources and games. They are beginning to talk about shape and colour and are developing their understanding of weighing, sorting and matching. Children develop their understanding of numerals through number lines, labels, friezes and displays in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore through a variety of materials. They explore, ask questions and look closely at their reflection through water and mirrors. They design and assemble resources to resemble aeroplanes and towers. Children self-select computer games. Children recall and name the days of the week and show an awareness of their environment through visits to the library. They are beginning to learn about different cultures, celebrations, beliefs and events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around furniture and in between activity rooms. They are able to negotiate space well when moving and listening to favourite music tapes and songs. They are beginning to observe the effects of activity on their bodies. Children use a range of small tools and larger pieces of equipment both indoors and outdoors. They are learning to manipulate small items like fasteners and buttons and handle tools such as cutlery, scissors and paintbrushes with increasing dexterity.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore different textures, shape and form. They respond to music, move their bodies and sing along. They show a great interest in imaginative themes and become absorbed with their role-play and extend their own themes and don snorkel, flippers and goggles to swim under-the-sea. Children explore using all of their senses, they have opportunities to explore and experiment with a range of made and natural materials and they are beginning to communicate their ideas, thoughts and feelings.

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

- continue to develop staffs understanding of how children learn and the Foundation Stage, to ensure children's learning is fully supported by all staff working with nursery-funded children
- increase the opportunities for children to develop, initiate and manage their own tasks during routines and activities
- continue to help children respond to boundaries of behaviour, not only to demonstrate compliance, but also to begin to understand the need for self-discipline and consideration for others
- continue to develop the assessment procedure, making links to all six areas of learning and share these with parents.

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.