



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220303

DfES Number: 581827

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Jill Hunn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Whittlebury Nursery
Setting Address	The Reading Rooms High Street Whittlebury Northamptonshire NN12 8XJ

REGISTERED PROVIDER DETAILS

Name	Mrs Ann-Marie Sugrue
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Whittlebury Nursery first opened in 1986. It operates from the Reading Rooms in the village of Whittlebury. The nursery serves the local area.

There are currently 19 children on roll. This includes six funded three-year-olds and five funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending with special educational needs or children who speak English as an additional language.

The nursery opens five days a week during school term times. Opening hours are from 8:45 to 14:00 with sessions from 09:15 to 12:30.

A total of four staff work with the children. Over half the staff hold an early years qualification to NVQ level 2 or 3. The setting receives support from a teacher from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Whittlebury Nursery provides good quality care for children. The premises have been decorated with colourful posters and displays of the children's work to create a welcoming environment. Staff, space and resources are generally organised effectively to meet children's needs. There is a clear operational plan which ensures that staff have a consistent approach to their work and that parents are aware of procedures. Records are generally maintained to a high standard and ensure that children's well-being is promoted.

The staff are very friendly and caring. They develop warm relationships with the children and ensure their individual needs are met. They manage children's behaviour successfully and children understand what is expected of them. Staff are aware of potential hazards so that children are kept safe both inside the nursery and during outdoor activities. They promote children's health by their good hygiene practices.

A wide range of stimulating and exciting activities are planned which engage and challenge children well. Resources and play materials are used imaginatively and capture children's interest and curiosity. They include good opportunities for children to learn to value diversity.

The nursery develops positive relationships with parents. A range of useful information is available to parents so that they are aware of their child's progress and how the nursery operates. Parents are involved in the nursery by attending events and are encouraged to support children's learning at home.

What has improved since the last inspection?

not applicable

What is being done well?

- Opportunities for children to initiate their own learning. Children are able to self-select from a wide range of imaginative resources which are based on first-hand experiences and allow them to build on their natural curiosity as learners.
- The range of resources to extend children's learning. An excellent range of exciting resources and play materials are available to provide stimulating experiences for children, both indoors and outside, covering all areas of development.
- The range of activities and resources reflecting diversity. Books and play materials reflect positive images of race, culture, language, gender and disability. Activities include opportunities for children to learn about other cultures and religions. As a result, children learn to value and appreciate the similarities and differences in other people.
- The management of children's behaviour. Staff manage children's behaviour positively and consistently. They regularly praise children and set them clear boundaries and children learn the difference between right and wrong.

An aspect of outstanding practice:

The nursery has developed the use of the outdoor area to provide a rich learning environment that is vibrant, purposeful and challenging to children. Children choose from an exciting range of innovative natural resources, make decisions and develop their ideas during play. Children help move logs, palettes and planks of wood to their chosen area of the garden by pushing, pulling and rolling. Staff support children to work together as a group to design and build houses, dens and garages. Children join piping and guttering and explore what happens when they fill them with water. They investigate rolling different size balls down pipes and build 'roads' from wooden planks to ride bikes along.

What needs to be improved?

- the registration system, by ensuring that the attendance of all children, hours

of attendance and names of staff are always recorded

- the grouping of children by ensuring children belong to a key group.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop the registration system to ensure that the attendance of all children and names and hours of attendance of all staff are always recorded.
2	Make sure that children belong to a key group that has consistent staff.

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

How effective is the nursery education?

Whittlebury Nursery provides good quality nursery education which enables children to make generally good progress towards the early learning goals and very good progress in most areas of learning.

The quality of teaching is generally good with some very good aspects. Most staff have a secure understanding of the early learning goals and how young children learn. Planning is clear, linked to the six areas of learning and is used flexibly. Staff provide an exciting and imaginative programme of activities which captures children's interest and stimulates them well. Older and more able children are particularly well challenged to further develop their skills in most areas of learning. There are systems in place to provide good support for children with special educational needs and children who do not speak English as their first language. Staff are friendly and caring. They generally make very good use of questioning to challenge children's thinking and help them move on in their learning. Staff consistently encourage children and manage their behaviour skilfully. They assess children's learning against the stepping stones and use this information to plan what children should do next. Staff are generally deployed well but activities are not always ready when the nursery opens to purposefully engage children who arrive first.

The leadership and management of the nursery is generally good. The manager is highly committed and is an excellent role-model to the staff. They work well together as a strong team. Suitable management systems are in place but there is no formal system for staff appraisal.

The relationship with parents is generally good. A range of good quality information is available to inform parents and includes some details about the Foundation Stage. Parents are advised of their children's progress by viewing records and informal discussion. Children take home word cards and books so that parents can support children's learning at home.

What is being done well?

- Staff successfully foster children's personal, social and emotional development. They consistently praise and encourage children and value them as individuals. Staff allow children time and space to explore their own ideas and interests. As a result children become confident, independent and keen to learn.
- Children explore and investigate an exciting range of objects and materials using all their senses. They are encouraged to ask questions about why things happen and how things work, for example, why a log of wood won't roll and how battery operated equipment works. Children build dens, houses,

spaceships and waterways to their own design using an imaginative range of natural resources.

- Opportunities to challenge and develop children's fine and gross motor skills. Children take part in movement sessions where they enact a balloon being blown up, floating and bursting. They develop new skills as they stretch and make shapes with their bodies and use a range of small and large equipment in imaginative ways.

What needs to be improved?

- opportunities for children to further express their creativity with music and explore sound patterns and how sounds can be changed
- the deployment of staff to ensure all activities run smoothly throughout the session and the organisation of activities when the nursery opens.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the two key issues raised at the last inspection. Further low level storage has been introduced to enable children to self select from a range of resources, such as, jigsaws, games and construction materials. The range of equipment for use with water and sand activities has also been developed to facilitate further choice and learning experiences for children. The use of the outdoor area has been developed since the last inspection. Children are able to choose from a wider range of activities and resources and extend their ideas as they play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They confidently try new activities and initiate ideas. Some children persist at activities for periods of time. Children form strong relationships with adults and peers and are learning to share. Older children work together cooperately as a group, for example, when building a den together. Children are aware of the behavioural expectations within the nursery and are successfully developing their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults in small and large groups and initiate conversation with other adults. They listen attentively at group time, respond eagerly to questions and discuss opposites with objects they have chosen. Children regularly share books and recognise their names from cards. Four-year-old children successfully link sounds to letters. Younger children ascribe meaning to marks with older children writing recognisable letters, with some all of their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and recognise numbers to ten with some older children beyond. Children compare different numbers of objects. Older children begin to learn simple addition and subtraction and solve number problems. Children discover the properties of shape with a variety of construction materials. They regularly use language to describe position, size and shape and measure length and weight. They explore capacity as they work with sand and water and develop an awareness of symmetry.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate why things happen and how things work with a variety of stimulating activities both indoors and outdoors, such as how water travels through gutters and piping and what happens to ingredients during cooking. Children build with an exciting range of objects, selecting resources and making adaptations where necessary. They use technology to support their learning. Children differentiate between past and present events in their lives and gain an awareness of other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently in a variety of ways and with control and coordination. They show an awareness of their own and others personal space during activities. Children are challenged to improve and develop new skills as they persist using a variety of large and small equipment, such as rolling logs and connecting tubing. They successfully manipulate tools and small objects with increasing control, for example woodwork tools and when chopping vegetables.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their creativity using a variety of materials and textures in two and three dimensions. Children make connections in their learning through a variety of role play situations, such as the post office, Chinese restaurant and market stalls. They sing a repertoire of songs and actions rhymes and use instruments by banging and shaking, but do not sufficiently explore sound patterns and how sounds can be changed.	

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 organisation of resources and activities so that they are available to children when the nursery opens and make sure that staff are deployed effectively throughout the sessions so that all activities run smoothly
- provide further opportunities for children to investigate music by exploring sound patterns and how sounds can be changed.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.