



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 101517

DfES Number: 510980

### INSPECTION DETAILS

Inspection Date 11/03/2005  
Inspector Name Linda Janet Witts

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ridgemount Cottage Nursery School  
Setting Address 73 Ermin Street  
Brockworth  
Gloucester  
Gloucestershire  
GL3 4EH

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Partnership of M Hendry & L Gerrard  
Address Ridgemount Cottage Nursery School  
73 Ermin Street, Brockworth  
Gloucester  
Gloucestershire  
GL3 4EH

## 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

Ridgemount Cottage Nursery and Ridgemount Cottage Nursery School opened in 1993. It operates from six rooms in a refurbished outbuilding, with a new extension, in the grounds of a thatched cottage. It is situated in Brockworth, a residential suburb on the outskirts of Gloucester. The nursery serves the local area. It is owned and run privately.

There are currently 49 children from birth to eight years on roll. This includes 11 funded three-year-olds and 11 funded four-year-olds. Children attend for a variety of sessions. The nursery has experience of supporting children with special educational needs.

The nursery opens Monday to Friday each week all year round, except Bank Holidays. Sessions are from 08.00 until 18.00 hours.

Seven full and part-time staff work with the children. Six have teaching or early years qualifications. The nursery receives support from a mentor from 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?

Ridgemount Cottage Nursery School provides good quality education for children. Children make generally good progress towards the early learning goals; progress in personal, social and emotional development and communication, language and literacy is very good.

Teaching is generally good. The nursery teacher is very enthusiastic in her role. She has a sound knowledge of the Foundation Stage and early learning goals. She knows the children well, motivates them to want to learn and fosters their self-esteem well. A print-rich environment has been created. Sessions are very structured. Plans focus upon adult-directed phonic, writing, art and number work, with a high use of worksheets but time is given for a some free choice activities, singing, stories and outside play. The curriculum is not monitored to ensure that sufficient attention is given to all aspects of each area of learning. Assessment is undertaken and judgements made of children's progress. Knowledge of children's abilities is used when planning adult-led activities, offering appropriate support or challenge but other activities do not always challenge more able children. Staff promote children's language and thinking through effective use of questioning and they are skilled in behaviour management.

Leadership and management is generally good. The nursery owner and pre-school teacher work closely and are equally committed to improvement. They evaluate practice and the teacher has good access to training. High staff: child ratios are maintained. Monitoring of the curriculum has not identified areas, which would benefit from greater attention.

Partnership with parents is generally good. Parents are informed about routine activities and are encouraged to take an interest in their children's learning. They are given information on the Foundation Stage but limited steps are taken to help them to understand it. Parents appreciate the booklets of children's topic work, collated as examples of progress.

### What is being done well?

- The nursery teacher has a sound understanding of the Foundation Stage of learning and early learning goals. She oozes with enthusiasm in her role and motivates children to want to learn. She has developed good relationships with the children and knows them well. She adapts focused literacy activities to suit. She supports children within other activities knowing when to play an active role and when to stand back and let children try things for themselves.
- Experienced practitioners create a print-rich, well-organised environment, conducive to children's learning.
- Staff are skilled in behaviour management; they value children as individuals,

praising good behaviour, fostering self-esteem; they are themselves good role models, who help children to understand the behavioural expectations within the setting.

#### **What needs to be improved?**

- planning to ensure that all aspects, across each of the six areas of learning, within the Foundation Stage curriculum receive sufficient attention, ensuring that children problem-solve and calculate using practical activities, construct with a wide range of materials, are introduced to different cultures, develop cutting skills and have the freedom to create using their own ideas.

#### **What has improved since the last inspection?**

Improvement since the last inspection is very good. The terminology within written information for parents now reflects the Foundation Stage and early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and enthusiastic in their learning. They relate well to adults and play co-operatively with their peers. They concentrate hard, persist at activities for extended periods. Children sit quietly, share, take-turns, are well behaved and show awareness of behavioural expectations within the nursery. Children talk about their families and demonstrate a sense of self within the group. They show independence. They serve their own drinks, dress themselves and help with tidying up.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and initiate conversation. They use language to ask questions, recall experiences and talk through what they are doing. Children link sounds to letters and show interest in rhyme, especially nonsense rhymes. They listen intently to stories and handle books carefully. Many children can recognise names and simple words. Children complete writing skill worksheets; trace over letters and attempt to form letters. Older children can write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children willingly count and join in number rhymes. More able children count irregular arrangements of objects on worksheets to ten and beyond. Some write numerals which represent numbers. Children rarely participate in practical problem-solving and calculating activities. They use mathematical ideas within their play, selecting jigsaw pieces to fit, following a sequence of actions to music and finding objects which fit on and inside others. They use language to describe size and positions.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and are observant, showing interest in what is seen and happening. They know the days of the week and show awareness of past and present. Children talk about animals and the natural world. They construct with purpose in mind, using small resources, but do not regularly construct with junk materials or on a large scale. They can operate a computer, manipulate the mouse and more able children can complete a simple program. Children are not introduced to different cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children run freely outside with pleasure; chase bubbles, spin around and throw themselves onto the grass. As a group they race moving in different ways, respecting personal space of others. Children balance on a wooden plank and cross it with confidence, some bouncing, using pigeon steps or walking backwards. They pedal and propel wheeled toys at speed, manoeuvring between cones. Children show some health and bodily awareness. They manipulate small resources but many lack skill with cutting.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have been introduced to different painting techniques and regularly draw, recording what they see or think. They have few opportunities to create freely, using their own ideas, combining different media. They engage in role-play based on their own first-hand or imagined experiences. Children show their feelings through facial expressions and words. They dance in response to jolly music played and adjust their movements as the music quietens showing awareness of rhythm.

**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**

- review planning to ensure that all aspects, across each of the six areas of learning, within the Foundation Stage curriculum receive sufficient attention.

*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.*