



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY242198

DfES Number: 518509

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Sue Stuart

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rosemellin Gooseberry Bush Day Nursery
Setting Address Cliff View Road
Camborne
Cornwall
TR14 8QH

REGISTERED PROVIDER DETAILS

Name Rosemellin Goosberry Bush Day Nursery 4203195 1087254

ORGANISATION DETAILS

Name Rosemellin Goosberry Bush Day Nursery
Address Cliff View Road
Camborne
Cornwall
TR14 8QH

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

Rosemellin Gooseberry Bush Day Nursery moved to its current premises in 2001. It operates from a purpose built building adjacent to Rosemellin School. It has several enclosed outdoor play areas. It serves the local area and wider community.

There are currently 181 children from birth to 8 years on roll. This includes 46 funded 3 year-olds and 13 funded 4 year-olds. Children attend for a variety of sessions. The setting supports children with special needs, and children who have English as an additional language.

The group opens six days a week all year round. Sessions are from 8:00 to 18:00.

There are 24 full-time and 9 part-time staff who work with the children, 19 of whom have early years qualifications and 5 are currently attending relevant training. The setting receives support from a qualified teacher from Rosemellin School and the Early Years Development and Childcare Partnership. The nursery is also a member of Kernow Association of Day Nurseries.

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

How effective is the nursery education?

Rosemellin Gooseberry Bush Day Nursery is of good quality and children make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, physical, and personal, social and emotional development. Mathematical development has significant weaknesses.

Teaching is generally good. Staff plan interesting topics, such as 'machines', that link through all six areas of learning. Short term plans identify learning objectives, but daily plans lack sufficient detail, particularly for mathematical development. Staff are aware of how children learn and provide effective activities, such as using story sacks to develop language skills. However occasionally challenges for some children are not always appropriate for their stage of learning. Children behave well in response to the expectations and positive support of staff. The group provides a good range of equipment and resources to support learning, including those reflecting awareness of other cultures. The routine allows time for children to work with an adult, and to select their own activities. The organisation of furniture enables children to move freely around the rooms. An assessment system is in place and used well.

Leadership and management are very good. The success of the group is due to the strong partnership between the chair and staff. They are able to assess their strengths and weaknesses and act on their findings. Staff work well as a team, are keen to improve standards, and develop their skills. They have correctly identified evaluation and monitoring of the educational programme as an area for further development.

The partnership with parents is generally good. Parents are given overall curriculum information, however this does not include current topic plans. Parents are involved in their child's learning and regular meetings are arranged to discuss their progress and achievements.

What is being done well?

- Children's personal, social and emotional development is very good. Staff are supportive and caring, providing positive role-models for the children. They promote good behaviour and encourage and praise children's efforts.
- Effective teaching, and a range of appealing books linked to current topic work, encourage children to express their thoughts and ideas, and to develop their communication and language skills well.
- Inviting topics and a good range of practical activities to learn about their environment, for example a visit from the local firemen, ensures their knowledge and understanding of the world is developing well.

- A good range of resources provides children with a variety of appealing ways to develop their small muscle movements, such as small world toys.

What needs to be improved?

- the daily opportunities for children to develop their mathematical knowledge and understanding and take part in imaginative creative free play
- the weekly plans to include relevant details, to ensure the learning objectives are effectively implemented for all learning areas, and that plans are shared with parents
- the system to regularly evaluate the nursery education programme, to ensure the next stages of learning are identified and challenges are appropriate for all children.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well with each other and adults, sharing their experiences and ideas together, for example during register time. They share fairly and take turns, such as waiting for the snack stop. Children confidently work well on their own as they select and use equipment, for instance at the writing table. Children behave well and know what is expected of them. They are aware of others, for instance as they line up to go outside. They demonstrate good personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage easily in conversations with each other and with adults throughout the sessions. They develop their thinking skills in a variety of ways, such as recalling the firemen's visit. They choose and read books both for pleasure and information. They listen to stories and join in rhymes with enjoyment. Children have daily chances to link sounds to letters, such as items starting with 'b'. Children are beginning to recognise their names. They practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have few opportunities to count and use numbers during every day situations, such as the number of children present. They learn to compare and match objects and to find out about size and shape through practical hands-on activities, such as sorting and threading beads. They handle a good selection of equipment to develop their understanding of number and mathematical language, however children are not always given opportunities to develop their learning fully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features in their environment in many ways, such as visiting the local fish market. However they have few opportunities to independently examine and explore natural materials. They show curiosity, question how and why things work, for example while they dismantle a clock. They use construction items to join and build. They frequently talk about past and present events in their own lives and about the lives of others, including those of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and demonstrate good co-ordination and awareness of space as they move around the rooms. They have chances to climb and balance on apparatus and use bats and balls to develop physical control. Children respond well to instructions, for instance while playing 'Mr Wolf'. They are aware of body changes when they are active. They have access to a range of equipment, handling a variety of tools and materials, such as a screw driver, to develop small muscle hand control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use a variety of art materials, for example identifying and mixing colours. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of pretend situations, such as role playing firemen. They enjoy acting out stories using puppets, such as 'The three little pigs'. However, they have few daily opportunities to be involved in imaginative creative free play activities, such as sand and water.

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

- provide detailed plans for all six areas of learning, including mathematical and creative development, and share these with parents
- evaluate the nursery educational programme, to ensure next steps of learning are identified and that challenges are appropriate for all children.

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.