



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253393

DfES Number: 510812

INSPECTION DETAILS

Inspection Date 13/01/2003
Inspector Name Alison Putnar

SETTING DETAILS

Setting Name Edwalton Day Nursery (Child Base Ltd)
Setting Address 227 Melton Road
Nottinghamshire
NG12 4DB

REGISTERED PROVIDER DETAILS

Name Mrs Lynda Christine Gostelow

ORGANISATION DETAILS

Name
Address

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

Edwalton Day Nursery belongs to the Nursery chain "Child Care Base Ltd" and registered in February 2000 to accommodate 80 children under the age of 8 years old. The nursery operates from a large converted house set in its own grounds, in Edwalton, Nottinghamshire situated on the A606 Nottingham to Melton Road. Children are cared for in individual group rooms depending on their age and developmental stage. Children under the age of 3 years old are cared for on the ground floor of the house, children age 3-5 years old are cared for on the first floor and have access to 3 play/activity rooms during the course of the day. All children have access to the large enclosed outdoor play areas. The nursery accesses the Nursery Education Grant funding from the Nottinghamshire County Council for children aged 3 and 4 years old. There are 119 children on roll, of which 52 are funded. The Nursery supports children with special educational needs and several children whose first language is not English. It operates Monday to Friday from 8:00 am to 6:00 pm throughout the year and is closed only for Public and Bank holidays. The staff team consists of 3 managers, 17 nursery staff and 2 domestic staff. Half of the staff working directly with the children hold relevant early years qualifications, and all staff access in-house training from Child Care Base UK Ltd. In addition staff access training and advice from teachers/mentors 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?

Edwalton Day Nursery offers good quality provision which helps children to make generally good progress towards all the early learning goals. Effective teaching supports children to make very good progress in personal, social and emotional development, physical development and knowledge and understanding of the world. The enthusiasm from staff and the nursery routines and structure make children active participants in their learning environment. Staff help children who do not use English as their first language to join in the full range of activities. There are effective systems in place to provide appropriate support to children with special education needs. Teaching is generally good with some very good aspects. The key strengths in personal social and emotional development are due to the skilful interactions of staff in engaging children in conversations and fostering their self esteem. Staff's detailed knowledge of the foundation stage enables them to plan an interesting and appropriate range of activities to sustain children's interest. There is a good range of equipment which staff utilise to support children's learning in all areas. On occasions however, some staff miss opportunities to further extend children's imagination during role play activities. Leadership and management of the setting is very good. The nursery benefits from a well structured supportive management team. A commitment to providing opportunities for staff development ensures that good quality provision has been maintained since the last inspection. The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Parents are well informed about the nursery practices and routines. Effective systems are in place for parents to share information and discuss their child's progress.

What is being done well?

Children's personal, social and emotional development is excellent. They are confident, friendly, interested and behave very well. Staff's clear understanding of the early learning goals enables them to provide a balanced programme of activities and sustain children's interest. The leadership and management systems support staff and makes them effective workers. A good range of physical activities and competent teaching ensure that children's progress in physical development is outstanding.

What needs to be improved?

Staff's planning of practical activities to offer children opportunities and experience of writing for a purpose. Staff's involvement and use of resources during imaginative, creative play to further extend children's learning experiences and ideas.

What has improved since the last inspection?

There has been a change in ownership since the last nursery education inspection, although some staff remain in post. The nursery has made good progress and continues to provide a good learning environment for children. The facility were required to review their written plans of activities. The planning structure used by Child Base UK Ltd includes all elements of the six areas of learning and is reviewed regularly by a qualified teacher employed by the company, this ensures children access a balanced curriculum and experience a wide range of activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. They are well motivated and keen to access the range of activities available to them. Staff's support techniques, sensitive handling and high expectations are reflected in the good behaviour of the children. The children are confident and relate well to their peers and adult carers.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in this area of learning. All children are confident and fluent speakers they use a wide range of vocabulary and expression when recalling events in their own lives. Good use of reading programmes has enabled children to recognise individual letters by sound and name, and more confident children are able to play games such as "I spy". They are able to write their names however, they do not often practise skills of writing for a purpose.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Many children can count beyond 10, older children are beginning to recognise numerals with personal significance. Good use of practical activities extend children's understanding of concepts of addition and subtraction, such as organising cups for drinks and cutlery for meal times. They correctly use mathematical language during their play to describe shape, size, position and quantity.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. They have a good sense of time and place, and demonstrate this through discussion about their lives and past events. Children are keen to explore and investigate, they make good use of their senses and describe the texture of objects in their environment. They are beginning to know about their own cultures and beliefs, and those of other people, through accessing a wide variety of activities and interesting topics.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in physical development is very good. They competently use a wide variety of tools during activity times, and to support their independence at meal times. All children demonstrate skills of control and coordination outdoors, they move safely and negotiate space, are able to catch large balls, and move in a variety of ways such as hopping, jumping and running. They develop skills of climbing and balancing through a good range of large physical equipment.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in creative development. All children correctly name colours and older children use this knowledge to mix colours and create new shades. Older children use their developing skills to construct recognisable objects from a variety of construction sets, younger children play alongside their peers and follow the same theme. However, children did not extend their role play and act out their own experiences or introduce a story line in their imaginative play.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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

Evaluate and build on resources and staff's involvement during imaginative play to enable children to benefit from maximum learning opportunities and consolidate what they know.