



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 305385

DfES Number: 541192

### INSPECTION DETAILS

Inspection Date	07/01/2005
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Spinney Day Nursery
Setting Address	Warrington Road Hoole Village Chester Cheshire CH2 3PA

### REGISTERED PROVIDER DETAILS

Name	Mrs Alison Dianne Thomson
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## 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

The Spinney Day nursery is owned by Mr and Mrs Thomson. It opened in 1998 and operates from purpose-built rooms in the grounds of the owners' home. All children have access to a secure enclosed outdoor play area. It is situated in a rural setting on the outskirts of Hoole Village near Chester.

The setting opens from 07.30 to 18.30 Monday to Friday. It is open all year except for bank holidays.

It is registered to care for 36 children. There are currently 58 children aged between three months and four years on roll and they attend for a variety of sessions. Fourteen children at present receive funding for nursery education. The nursery has supported a few children identified as having special educational needs and currently supports some children who speak English as an additional language.

The nursery employs twenty five staff of whom twenty two work with the children. Seventeen of them have an early years qualification. Of the remainder most are training towards whilst others have significant experience of working with children. The setting provides support for trainee nursery nurses, one of whom has recently received a national training award. The setting receives support and guidance from a teacher from the Early Years Development and Childcare partnership and are members of the Pre-school Learning Alliance.

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

### How effective is the nursery education?

The provision for nursery education at The Spinney Day Nursery is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional and physical development and generally good progress in the other four areas.

The quality of teaching is generally good. Staff plan a good range of practical activities but some of the art activities are too directed by staff, thus giving the children few chances to make choices for themselves. Children behave well because staff make clear their expectations and consistently praise positive responses. Staff develop children's language well by encouraging them to talk, ask questions and play imaginatively. More able children are challenged, e.g. to colour inside the lines or touch count the dots on a dice.

Assessment procedures are satisfactory. They are linked to the national guidelines and children's progress is recorded in their files, which are available to parents. During each focussed activity staff could note their observations rather than wait until files require updating. Staff use the information informally to plan the next stage in children's learning.

The leadership and management of the day nursery are generally good. The manager provides energetic leadership. The staff are a well qualified and happy team. Policies and procedures are in place and known to all staff. Reasonably effective, informal appraisal procedures work because staff are very familiar with each other but comments are not yet recorded formally.

The partnership with parents is generally good. Parents are very pleased with the care their child receives. The induction arrangements help children settle quickly. Adequate information is given about their child's progress, mainly informally. Induction materials and newsletters give some information about the Stepping Stones and topics but are insufficient to enable parents to fully understand their child's education programme.

### What is being done well?

- Children are happy, stimulated and learning because staff have positive relationships with them, provide a wide range of practical activities and engage in the children's play.
- Staff develop children's spoken language well by encouraging them to talk, listening carefully and responding to what the child has said. Communication skills are particularly well promoted during the many imaginative play situations offered to the children.
- Staff promote a very pleasant 'family' atmosphere by bringing all the children

together at times during the day, e.g. singing and lunch.

- Children are taught to 'touch' count in many practical situations.
- Children handle small tools and apparatus with improving control. They fit jigsaws together with great confidence, often colour pictures with great care and build detailed houses from building blocks.

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

- the monitoring and evaluation of provision so that management has a clear picture of the strengths and areas for development of staff's skills in working with the children
- the promotion of opportunities for children to make choices in their art activities
- the system of assessment and recording.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy because they are made to feel welcome by staff and experience a wide range of stimulating activities. They behave well at all times, following instructions promptly and helping tidy away the toys. Most of them take care of personal needs, like handwashing and brushing their teeth, well. Children are keen to take part in activities and their curiosity is fostered. They learn to play cooperatively and to share their toys.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults. They communicate their needs and ideas using phrases and sentences and most speak clearly. They listen to stories attentively and recall something of the plot. Children hold books and turn the pages sensibly. Many children recognise their own name and have an idea of its initial sound. They are also familiar with rhyme, often through quality stories. Children use pencils accurately when drawing but have too few chances to make marks.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise the different colours and use this knowledge well to sort pegs for their patterns or coloured crayons for their picture. Younger children touch count three jigsaws whilst some older children count the spots on a dice and match their move to that number. Children use positional language during activities like, 'fuzzy felt' and making duplo houses but overall they make too little use of mathematical language in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a wide range of stimulating topics which help them understand the world around them. They use their senses well, e.g. to describe how to plant a bulb or what different types of paper feel like. Children join a wide variety of construction kits well. They develop their transport vocabulary when playing with train sets and garages. Children's understanding of how to control things is not extended sufficiently because the nursery has few machines for them to play with.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children handle small apparatus and tools with improving accuracy. They join small pieces of jigsaw and building blocks, mould plasticine with their hands and rolling pins and position pieces of felt accurately to make a picture. They throw a dice or roll a ball to knock down skittles with great determination and some accuracy. Children move around the room with good control and stop when required. They use large toys well when playing outside and enjoy playing together with the parachute.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy the music sessions and performing for their parents in concerts. At other times they also sing enthusiastically and join in with the actions. They paint and glue quite well and have learned other techniques, like spray painting. However, some of these activities are closely directed by the staff and give children few chances to make their own choices. Children develop their language skills well through imaginative play, e.g. using dressing up clothes, dolls, cars and duplo.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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**

- implement a rigorous system for monitoring and evaluating teaching and learning
- provide more opportunities for children to make choices within their art activities
- improve the assessment system.

*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.*