



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206261

DfES Number: 513710

INSPECTION DETAILS

Inspection Date	24/02/2003
Inspector Name	Julie Mason

SETTING DETAILS

Day Care Type	
Setting Name	Hill Top Tots Day Nursery Ltd
Setting Address	51 Highfield Road Dronfield Derbyshire S18 1UW

REGISTERED PROVIDER DETAILS

Name	Mrs Norma Barlow
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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

Hill Top Tots Day Nursery was registered to provide full day care in 1996. It is registered to care for 30 children aged 3 months to 5 years. It operates from rooms within a two story former shop premises. The nursery serves the local community of Dronfield.

The provision accepts funding for three and four year olds. There are 22 funded three year olds and 7 funded four year olds attending at present. Children attend for a variety of sessions. Staff have experience of caring for children with special needs.

The group opens five days a week all year round. Sessions are from 8am until 6pm.

Eleven part time/full time staff work with the children. The setting receives support from a development worker 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?

Children are making generally good progress towards the early learning goals with planned activities that reflect most areas of the early learning goals and stepping stones.

The quality of teaching is generally good. Activities are planned which includes the learning objectives for the session, and are related directly to the stepping stones. Staff are aware of the children's individual development and needs. They record children's progress regularly, and generally use their awareness of what children can do, to challenge them appropriately. They keep appropriate records for all six areas of learning, and these are used to identify areas to be included in future planning.

Staff are deployed to work directly with the children, and extend children's learning through discussion and questioning. The planning covers most areas of learning, although there are some areas to be developed further. The daily plans provide the same activities throughout the day, with a few changes initiated by staff in the afternoon session. This limits the children's best possible progress through providing repeated activities in the afternoon.

Leadership and management is generally good. There is clear leadership from the manager. Staff work well as a team and are aware of their role and responsibilities. Their professional development is encouraged through attending Early Years Development and Childcare Partnership short courses. An evaluation process is in place and the manager has worked together with a development worker from the Early Years Development and Childcare Partnership.

Working in partnership with parents and carers is generally good. Parents are provided with good information about the early learning goals and are aware that they can access their child's file at any time. Parents are given verbal information about their child on a daily basis. They feel that the staff are friendly and approachable, which encourages good relationships.

What is being done well?

- Staff encourage children's independence skills eg coats, setting table.
- Staff are developing children's use of mathematical language through everyday activities. Older/more able children demonstrated a good understanding and use of mathematical language.
- Children are developing confidence in speaking in large group situations. Older/more able children clearly and with confidence in a range of situations. Staff develop children's vocabulary through discussion about the activities.
- Staff provide good opportunities for children to explore their senses through tactile activities and tasting foods.

- Children are gaining a broad awareness of cultures and beliefs of others through the range of activities provided.

What needs to be improved?

- Children's opportunities to use simple technological equipment.
- Planned opportunities for energetic and outside play.
- The variety and range of opportunities that help children make the best possible progress and learn effectively throughout the day.
- The organisation of children in large group situations.
- The use of imaginative and role play activities to enhance children's learning in all areas of the early learning goals.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. Planning is now in place that reflects the stepping stones and states the learning objectives for the sessions. These are linked to more than one activity. Staff have implemented a process to highlight stepping stones that have not been covered, to provide a balanced programme. Children's records are related to the stepping stones and include observations and a record of focused activities undertaken. This information is used to highlight areas that have not been covered.

Children's opportunities to link sounds with letters and gain awareness of number operations have been developed through everyday situations and workbooks have been put in place.

Staff provide opportunities for children to question and express their feelings, although their opportunities to experiment and use their initiative could be developed further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Staff have good relationships with the children, and are very warm and caring. They are involved in the children's play, discussing the activity and developing children's vocabulary. Children select activities with confidence and are beginning to persevere with some activities. Children are developing independence through routine activities. On occasions older children lose interest in the large group activities, which results in inappropriate behaviour occurring.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak with confidence to peers and adults and can verbalise their needs with older/more able children speaking with confidence in large group situations. They access books freely to look at on their own, and ask staff to read to them. Children are developing good hand eye co ordination through opportunities for mark making and work books..

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use mathematical language such as size, shape and position in everyday situations as well as set activities . Staff discuss with the children, developing and extending mathematical vocabulary and concepts. Most children are able to count up to, and many beyond 10. Older children are beginning to recognise written numbers 1-5 through work books.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children demonstrate curiosity and interest in activities. Children are developing a sense of time and place, and are able to talk about significant events and people in their life. They are distinguishing between past and present events. Children are learning about different cultures and beliefs from a variety of well planned activities involving different areas of learning. There are limited opportunities for children to operate simple technological equipment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning about healthy routines and the reason they are done. They have good fine manipulative skills which are developed through a range of planned activities. Staff encourage children's independence in dressing themselves. Children have access to an outside area where worthwhile activities take place, however these are not planned and recorded, and therefore learning opportunities are missed.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children have opportunities to take part in music activities, and are building a repertoire of songs when singing. They have opportunities to experience a good range of tactile media, and staff encourage children to express themselves. Imaginative play is regularly available, however staff have limited involvement in the play and therefore there are missed opportunities to include all areas of learning within this activity.</p>	

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 planned opportunities for energetic and outside play .
- Increase children's opportunities to use simple technological equipment.
- Provide a wide range of opportunities to help children make the best possible progress and learn effectively throughout the day.

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.