



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 254648

DfES Number: 517349

### INSPECTION DETAILS

Inspection Date 03/12/2002  
Inspector Name Anne Walker

### SETTING DETAILS

Setting Name University Of Nottingham Day Nursery  
Setting Address University Park  
Nottingham  
Nottinghamshire  
NG7 2RD

### REGISTERED PROVIDER DETAILS

Name Miss Susan Mellors

### 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**

The University of Nottingham Day Nursery opened in 1995, it operates from a purpose built building on the University of Nottingham campus. It serves the University with half of the places reserved for students and half for staff members. A number of the places are taken by staff and students studying or working at the University from abroad. It has a range of facilities within the building including a kitchen where meals are prepared daily, toilets and changing areas, laundry and an enclosed outdoor play area. Children in pre-school also access the gym and have swimming lessons at the University's sports facilities. The nursery is registered to provide 50 places for children aged between 6 months to under 8 years. There are currently 57 children on roll with 22, 3 and 4 year olds receiving nursery grant funding. None of the children have special educational needs. The Nursery is open Mondays to Fridays 8.30 - 6.00 p.m. for 48 weeks of the year. There are 6 staff who work in pre-school, 2 are part time. All but 1 of the staff have early years qualifications and that member of staff is working towards NVQ level 3 in Childcare and Education. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

University of Nottingham Day Nursery offers good quality nursery provision which helps children to make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, maths and physical development. Teaching is generally good with some very good aspects. The key strengths in personal, social and emotional development and childrens communication abilities, are due to the skilful interactions of staff in asking open ended questions and regularly using a wide range of vocabulary to stimulate conversations and extend knowledge. The nursery's High/Scope philosophy gives clear structure to routines and makes children active participants in their learning environment. Children underused some activities during free play times and improved monitoring from staff would ensure that all children do use the full range of activities available to them. Group times are well managed although at times staff did not fully incorporate and sustain the interest of the three year old children. Staffs sound knowledge of the foundation stage supports childrens progress. Leadership and management is generally good with a well structured management system. Managers are effective in identifying and supporting training needs to ensure staff have appropriate skills to fulfil their roles. Partnership with parents and carers is very good and contributes to childrens progress towards the early learning goals. Parents are well informed about the foundation stage, the pre-school practices and routines. There are opportunities to share information and discuss their child's progress.

### What is being done well?

Childrens personal social and emotional development is excellent. They are confident, motivated and partake fully in their learning experiences. Behaviour is exemplary and children show maturity in their relationships with peers and adults. An excellent range of mathematical activities and competent teaching ensures that childrens progress in mathematical development is very good. Staff are good motivators of children and are skilled at introducing new concepts, language and the use of open ended questions to help children extend conversation and ideas. The management structure ensures continual improvement through a commitment to staff development.

### What needs to be improved?

The suitability of group times for three year olds. The organisation of large group and structured activities to increase three year old opportunities to share ideas and thoughts. Staffs assessment of how effectively all children access the full range of activities during "doing time".

### What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The daily routines now ensure that children have a balance between free activities and group listening times. Children have good listening skills. The setting has purchased a wider selection of fiction books, book display units and comfortable seating. The reading area is attractive and children accessed it independently. The setting have developed a "lets pretend area", which is well resourced and accessible to all children during their free play sessions. Other materials have been purchased to stimulate imaginative play and are available at all times. Staff have attended training to develop their understanding of incorporating mathematical language and operations into everyday situations. They have reviewed each area of the nursery, to identify how to use this knowledge most effectively. There was a good selection of equipment to encourage mathematical skills.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They confidently express their ideas and choices and are motivated and active learners. They relate well to adults and their peers and many four year old children spontaneously help the younger children.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. All children have a wide vocabulary and articulate thoughts and ideas confidently in a range of situations. They demonstrate that print carries meaning and use books independently and older children recognise a range of familiar words. Children practice writing for a variety of purposes, with older children writing their names with correct letter formation.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Childrens progress in mathematical development is very good. Many can count beyond ten and older children are beginning to grasp concepts of addition and subtraction. Good teaching skills introduce mathematical language to describe shape, size and quantity which children use during practical activities.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Childrens progress in knowledge and understanding of the world is generally good. They have a keen awareness of others cultures and beliefs, supported through planned activities which acknowledge diversity. They frequently talk about events in their own lives and are interested in others. Children have a good understanding of everyday technology and use computers confidently.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children make very good progress in physical development. They have a wide range of equipment outdoors and staff encourage them to be active. Children show an awareness of space and use large equipment with coordination and control. They are skilled in fine motor control such as use of scissors and cutlery.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in creative development. They have a strong sense of imagination and select equipment to use in a variety of role play situations. Children competently sing simple songs from memory including action rhymes. They	

did not choose to use the full range of creative art materials available to them to explore a variety of media.
-----------------------------------------------------------------------------------------------------------------

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 large group and structured activities to ensure they are appropriate for three year old children and that they are able to fully participate and share their ideas. Improve monitoring and assessment to ensure that children access the full range of activities during "doing time".