



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303264

DfES Number: 511793

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Yvonne Victoria Facey

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rotherham College of Arts and Technology Day Nursery
Setting Address	Rother Valley College Doe Quarry Lane, Dinnington Sheffield South Yorkshire S25 2NF

### REGISTERED PROVIDER DETAILS

Name	Rotherham College of Arts and Technology Day Nurse
------	--

### ORGANISATION DETAILS

Name	Rotherham College of Arts and Technology Day Nurse
Address	Doe Quarry Lane Dinnington Sheffield South Yorkshire S25 2NF

## 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

Rother Valley College Day Nursery opened in 1992. It operates from the main college site and is available to the parents of children in order to support their further learning.

They are currently registered to care for 30 children aged two to five years. There are 31 children on roll, of which 19 three and four year olds are in receipt of nursery education funding. The group offers full day care.

The group operates five days a week, during school term times. Sessions are from 8:45 to 17:15, except on Friday afternoons when the group ends at 16:30.

The nursery is staffed by 8 qualified nursery officers and the manager. Staff are both full and part time and all have suitable experience and qualifications.

The setting receives support from the local authority.

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

### How effective is the nursery education?

Rother Valley College Nursery provides a friendly environment where children are making generally good progress towards the early learning goals. Children enjoy their play and are confident, enthusiastic and motivated to learn. They make very good progress in personal, social and emotional development, creative and physical development and knowledge and understanding of the world. They are making generally good progress in communication, language and literacy and mathematical development.

The quality of teaching is generally good. Staff demonstrate an understanding of the early learning goals and planning. They are developing new planning, observation and assessment systems. Staff do observe children's progress however assessments are not used effectively to move children onto the next step in their learning and to influence the planned activities in some areas. Children's behaviour is good. Relationships are successful between staff and children and staff interact well in focused activities.

Leadership and management is generally good. Good staff development systems are in place which offer individual support, opportunities for training and regular team meetings take place and appraisals. Systems to monitor and evaluate the progress of the educational programme are in place. However these are not effective to ensure that children are making progress towards the early learning goals.

Partnership with parents is generally good. Staff have fostered friendly working relationships. Parents are encouraged to be involved with their child's learning by sharing observations and records kept on their children. However there are limited links to home and what children learn at nursery. Information about the early learning goals is shared with parents.

### What is being done well?

- Children are motivated and interested in the activities, they showed enthusiasm and excitement to try new activities such as wood work.
- Staff create a calm and welcoming atmosphere for children. As a result, children are happy, confident and settled.
- Staff management of children and their behaviour is very good. They use praise and encouragement to reinforce good behaviour.
- Children engage in activities that promotes writing. Older children can accurately write their names and younger children are able to write letters.
- Children's physical skills are promoted effectively through a range of planned activities that enable children to use both large and fine motor skills.

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

- the use of every day and practical opportunities in children's play to enable them to develop and extend calculation and subtraction skills, methods to solve practical problems and the use of books, particularly to challenge for more able children.
- ensure regular observations and assessments are undertaken on children's progress in all areas and use the information to plan for individual children's future learning
- Information about the areas of learning for parents and how they can be involved in their children's learning linking with home and what their child learns at nursery.

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

Generally good progress has been made over all from the previous inspection. A key issue was to improve the use of the records of assessment in order to indicate the action needed to build on the strengths of each child. The setting has made generally good progress as staff have undertaken training to help develop the system. They need to continue to develop this area in order for children to further develop and extend their skills.

Another key issue was to develop the knowledge, understanding and skills of four-year-olds in recording mathematical activities. This key issue is held over from the previous inspection; This is still outstanding. children are not given the opportunity to develop mathematical skills to the fullest. More able children are not using maths to problem solve in every day activities and planned activities are not challenging them.

The setting was to provide more encouragement for all children to use books independently. More opportunities should be provided for four-year-olds to develop their knowledge, understanding and skills in writing; Children are still not accessing books independently. They are developing their writing skills and enjoy writing their names and using writing for other purposes.

Improve the use of information and communication technology to support children's learning has made very good progress. Children access the computer enthusiastically and use it well.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and eager to explore the available activities. They are developing positive relationships with peers and adults. They are increasing their social skills and are aware of the need to share and take turns. Children behave well and are learning to differentiate between right and wrong. Children are effectively developing their independence through the daily routine.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language confidently when talking to peers and adults. They are developing a wide range of vocabulary. They are involved in regular whole group story time sessions although they do not access books independently. Children are developing their awareness of letter sounds and how to link sounds and letters. They recognise their own names and have good writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently whilst engaged in meaningful everyday activities. They are developing their recognition of numbers as numerals. Children have limited opportunities to solve simple mathematical problems and improve their understanding of addition and subtraction. Children confidently recognise simple shapes and have some experiences to increase their awareness of space and measure.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a variety of opportunities to build 2 and 3D models using craft materials and construction. They can competently use everyday tools for a purpose. Children have an interest in the world they live in and show a sense of time. Children show a good interest in use of the computer and can use a simple programme to extend their skills in information, communication and technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate very good hand-eye co-ordination when using fine tools. They are able to use pencils and scissors with ease and hammer nails. Children have opportunities to practise and develop their physical strength using large equipment. Children can easily manage their own personal hygiene and are becoming competent with their clothing.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well to develop simple story lines and act out roles. They can explore colour, texture and space in two and three dimensions. Children are able to express and extend their ideas, thoughts and feelings through role-plays and initiating simple stories and are able to use a wide range of props available to them.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- develop and extend opportunities for calculation and subtraction skills, methods to solve practical problems and the use of books, particularly to challenge for more able children
- continue to develop observations and assessments and use the information to plan for individual children's future learning
- improve links between home and nursery so parents can be more active in their children's learning.

*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.*