



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 315308

DfES Number: 585228

### INSPECTION DETAILS

Inspection Date 27/09/2004  
Inspector Name Rita Cruddos

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Locking Stumps Community Day Nursery  
Setting Address Glover Road  
Birchwood  
Warrington  
Cheshire  
WA3 7PH

### REGISTERED PROVIDER DETAILS

Name . Locking Stumps Community Nursery Committee

## 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

Locking Stumps Community Nursery opened in 1998. It operates from a portable classroom in the grounds of Locking Stumps County Primary School, Glover Road, Locking Stumps, Warrington. The nursery serves the local area.

There are currently 43 children on roll. This includes 21 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as a second language.

The group opens five days a week during school term time. Sessions are from 09:00 to 15:30.

Holiday care is also available for the first three weeks of the summer holidays and opening times are the same as for term times.

Four full-time staff work with the children. All the staff have early years qualifications to level NVQ level 2 or 3. All of the staff team are working towards additional childcare qualifications. The setting receives support from Warrington 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?

Locking Stumps Community Day Nursery offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in communication, language and literacy, mathematical development, creative and physical development is very good.

Teaching is generally good. Staff have a good understanding of the early learning goals and plan an interesting and stimulating range of activities which cover all the areas of children's learning. However children are not able to access resources independently which limits their opportunities to make choices. Staff support, encourage and challenge children's learning and thinking using good questioning techniques and good intervention. Staff are very good at reinforcing the children's listening skills and use resources effectively. Relationships between staff and children are very good. Staff know the children very well, they are sensitive towards children's individual needs and meet their needs successfully. However key workers do not use children's assessments to inform planning.

Partnership with parents is very good. Parents are welcome in the setting and their views are clearly valued. They receive good quality information about the setting and staff communicate well with parents through daily discussions, open evenings, letters, a handbook and the use of notice boards and displays. Parents are informed about the nursery education and the progress their children are making.

The leadership and management of the setting is generally good. The manager and staff are committed to the development of the setting and to attending further training. Staff work well together as a team, they are aware of their roles and responsibilities and communicate well with each other.

### What is being done well?

- Children are happy, secure and motivated independent learners. Good relationships are formed throughout the setting. Children work well together, they are kind and considerate and show concern for each other. Children's behaviour is good, they are aware of behavioural expectations within the setting.
- Children have a positive self-image, they show an interest and enjoyment as they learn about their own culture and those of others. The nursery has built strong links with the local primary school and children are frequent visitors.
- Children are confident speakers, they listen to each other well taking account of each others views. Children link sounds to letters very well as they mark make, hear and say the initial sounds in words, they are able to recognise and name letters of the alphabet.

- Staff plan a range of stimulating activities for children covering the early learning goals, they support children's learning well and use frequent praise and encouragement to promote good behaviour and children's self esteem.
- Children are successfully learning to recognise numbers during adult led activities. They are able to construct 2 and 3D shapes. Children measure independently during free play. They measure blocks and compare the size. They add or remove blocks in order to achieve their goal when making patterns.
- The nursery team work well together and have a strong commitment to developing the care and education for all children who attend.

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

- the staff's use of children's assessments to inform planning in order to promote continuity in their learning
- the opportunities for children to select resources independently, and consolidate learning experiences for themselves through the provision of non-directed play opportunities
- the provision of opportunities for children to freely investigate objects and materials and develop their designing and making skills.

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

The nursery has made generally good progress in addressing the key issues raised at the last inspection. The nursery was asked to improve opportunities to help children learn about the views, cultures and beliefs of others. Children have opportunities to learn about other cultures and beliefs through the provision of resources which reflect the wider world around them and through activities which reinforce their understanding of different cultures and beliefs. The second issue was to provide opportunities for children to learn about books, phonics and that books can be used for information as well as for pleasure. Books for pleasure and reference books for the children's use are provided. Staff indicate the text as they tell stories or pass information on to the children. The third key issue was to provide opportunities for children to learn about everyday technology and programmable toys. Children have regular access to the I.T. suite in the primary school. They now use a variety of programmable toys. The fourth key issue was for children to have opportunities to develop and progress their climbing and balancing skills and to use large and small equipment on a regular basis. Children have regular sessions in the school gym to develop and progress these skills. They also have daily opportunities in and out of doors to use a range of large and small equipment. The fifth key issue was to reflect the terminology of the early learning goals in the use of planning and assessments. This has been completed and the plans reflect this. The sixth key issue was to improve the link between assessments and written plans to meet the needs of individual children. There has been little progress in this area and it has been raised as a key issue. The last key issue raised was for staff to improve their knowledge of the 1994 Code of Practice. The staff are aware of the current Code of

Practice which supports them in effectively meeting the needs of all the children in their care.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and happy. They are well motivated and express their needs and feelings confidently. However they are not able to select resources independently. Children's behaviour is very good, they concentrate and sit quietly when appropriate, take turns and share fairly. Children work well together, they are kind, considerate and respectful to each other. Children have a positive self-image, they learn about their own and different cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children sustain attentive listening throughout group times, enjoying and responding to stories and songs. Children understand that print carries meaning, they are learning to recognise and write their own names. Children have opportunities to practise mark making through directed and non directed activities. They confidently initiate conversations during their play and activities. A child stated "I didn't brought my coat did I, 'cause my mum let it go". He then moved away.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are successfully learning to recognise numbers during activities. They are able to construct 2 and 3D shapes. The children measure and compare sizes during free play sessions. They compare different sized blocks by laying a small and medium block by the side of a large block. They are now the same size. One child says "I am going to make it tall" and puts the large block on its end. Children learn simple addition and subtraction through singing number rhymes and songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate a wide range of objects, materials and living things using their senses during planned activities. However opportunities for non-directed exploration and investigation are less frequent. Children learn about a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. Through topics the children are learning about cultures and beliefs.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move around the environment, confidently and with good control. They show a very good awareness of space, themselves and others and manoeuvre wheeled vehicles around obstacles skilfully. During physical play sessions children learn to move in a variety of ways and have opportunities to develop large physical skills in the setting, the school gym and out of doors. Children use a wide variety of tools, construction and malleable materials safely, independently and with good control.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colour, shape, smell and texture using their senses in everyday activities. They join in enthusiastically to pre-recorded video activities, matching movements to the music, shaking, clapping, wiggling and jumping. They sing songs with enthusiasm and clap out sounds. Children engage in imaginative play through art, role play and stories. They take orders, make meals and snacks in the café area. These are shared. The children extend their activities spontaneously.

**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**

- increase the opportunities for children to access and select resources independently
- extend the children's learning by providing opportunities for them to investigate objects and materials and use tools and techniques to shape, assemble and join materials
- develop a system which enables staff to use assessments of the children's learning to inform planning.

*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.*