



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507840

DfES Number: 510835

INSPECTION DETAILS

Inspection Date 05/01/2005
Inspector Name Alison Jane Kaplonek

SETTING DETAILS

Day Care Type Full Day Care
Setting Name ANN'S WOMBLE NURSERY
Setting Address 10 PADNELL ROAD
COWPLAIN, WATERLOOVILLE
PORTSMOUTH
HAMPSHIRE
PO8 8DZ

REGISTERED PROVIDER DETAILS

Name Ms. ANN PRIOR

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

Ann's Womble Nursery has been registered since 1977. The group offers a facility for caring for school children before and after school and delivering or collecting them from Padnell Infant and Junior Schools. The nursery operates from rooms in Mrs Prior's house, including an extension on the side of the house. It is situated in the village of Cowplain, north of Portsmouth. Ann's Womble Nursery is privately owned and serves the local community.

Ann's Womble Nursery is registered to care for 26 children and there are currently 28 children from 2 years to 8 years on roll. This includes 9 funded 3-year-olds and 8 funded 4-year-olds. Children can attend for full days or sessions. The setting currently supports a child who speaks English as an additional language.

The group opens five days a week all year round from 07:00 until 18:00.

Five full-time staff work with the children. Three members of staff have early years qualifications to NVQ levels 2 or 3 and two are currently working towards a recognised early years qualification. The setting receives support 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?

Ann's Womble Nursery provides education which is acceptable but has some significant areas for improvement. Children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development. They are making limited progress in mathematical and creative development.

The quality of teaching has significant weaknesses. Staff provide some resources at child height and these are clearly labelled but rarely accessed independently. They frequently praise the children and offer explanations. As a consequence children behave well. Some staff have undertaken training in special educational needs. Staff have recently started using a new planning and assessment system but at present assessment does not inform future planning. Staff lack knowledge of the foundation stage curriculum and provide little challenge for older or more able children. They do not evaluate activities and are unable to assess whether learning outcomes have been met.

Leadership and management has significant weaknesses. Staff turnover in the nursery is low. Staff show a commitment to improve the provision for nursery education for all children. However, management are unaware of the strengths and weaknesses of the nursery education. There is a new system in place to monitor and evaluate the activities provided but it is unclear how effective this is.

The partnership with parents is generally good. Parents are provided with a range of information about the setting and the provision for nursery education. They are kept informed of their children's progress via a termly report sheet. Parents find all staff very approachable and are able to exchange information about their children. They are not encouraged to be involved in their children's learning.

What is being done well?

- Children's personal, social and emotional development is generally good. They are well behaved and independent, and often help staff to tidy up. They are interested in their learning and show good levels of involvement in many activities.
- Children are confident speakers and converse easily with adults and each other. They are able to use language to organise their play and initiate their own learning.
- Children have access to a varied, natural outside environment where they can explore and move with confidence.
- There is a good relationship between staff and parents. Parents are provided with a range of information about the setting and are kept informed about

their children's progress.

What needs to be improved?

- the staff's knowledge and understanding of the foundation stage curriculum, how to support child initiated learning and the Code of Practice for children with special needs.
- the organisation of the learning environment to increase the opportunities for children to select tools and resources independently, enabling them to design, make and effect changes, using their own imaginations.
- the challenges set for children to ensure that they reach their full potential with particular regard to communication, language and literacy, mathematics and creative development.
- the monitoring and evaluation of the provision for nursery education.
- the planning and assessment of children's learning, to ensure that these are accurate, differentiate for the older or more able children and are used for future planning.

What has improved since the last inspection?

The nursery were asked to define children's assessment records into the six areas of learning and ensure that they were used to inform future planning. They were also asked to provide training for staff in the (DFEE) 1994 Code of Practice for children with special educational needs.

The nursery has made limited progress. Staff have been making assessments of children's progress linked to the six areas of learning but this has not been used to inform future planning.

The owner of the nursery has received training with regard to the Code of Practice for children with special needs and knows how to make contact with the nursery's support worker. However staff who work directly with the children are still awaiting training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with each other and adults. Children are well behaved and co-operate well, learning to share and take turns. Children are confident and able to express their needs and feelings. They are gaining in independence. They help to tidy up and attempt to put on their own coats before outside play. Children are interested and show high levels of involvement in activities. Children have few opportunities to select a range of resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and converse easily with adults and each other. They use language to initiate and organise their play. Children listen to and enjoy stories and rhymes in small and large groups. They are beginning to recognise the sounds and shapes of letters which have meaning for them for example the initial letter of their names. Older or more able children are able to write some recognisable letters. Children have few opportunities to develop their writing skills during their play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count confidently to 11. They create and recognise patterns. Children show an interest in number problems and can compare two groups of objects, recognising when they have the same number. They use mathematical language such as under, over during some activities. Children have limited opportunities to recognise numbers and solve simple number problems, or to access resources to explore shape, space or measure. Activities often lack challenge for the older or more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious. They enjoy finding out about living things in the environment and making observations. Children talk about their environment, families and events in their lives. They are beginning to gain an awareness of the cultures and beliefs of others. Children know how to operate some simple equipment. They enjoy exploring the natural environment during their play in the varied outside area. Children are not sufficiently developing their designing and building skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and increasing control and co-ordination. They show an awareness of space when moving around their environment both indoors and out. Children are beginning to show an awareness of a range of healthy practices. Children use some one-handed tools and equipment with increasing control. They explore malleable materials such as dough. Children lack opportunities to use simple tools and equipment to construct or effect changes.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy exploring the different sounds made by musical instruments. They enjoy singing familiar songs and rhymes. Children use their imaginations well during role play. Children do not sufficiently develop their imaginations during art, design, dance or music. Children do not create their own ideas during craft activities. There is little child initiated learning and the curriculum for creative development lacks challenge.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that all staff have a secure knowledge of the foundation stage curriculum and the Code of Practice for children with special needs, to enable them to organise the environment to support child initiated learning.
- Devise and implement a system to monitor and evaluate the provision for nursery education to ensure that all children reach their full potential.
- Continue to develop the system of assessment to ensure that clear records of individual children's abilities are available for future planning.
- Continue to develop the planning system to ensure that learning outcomes are clear and allow staff to provide the appropriate challenge for all children with particular regard to the programme for communication, language and literacy, mathematics and creative development.

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.