



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY279099

DfES Number: 581292

INSPECTION DETAILS

Inspection Date	17/03/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ladybird NHS Nursery
Setting Address	8-10 Cardigan Avenue Westcliff-on-Sea Essex SS0 0SF

REGISTERED PROVIDER DETAILS

Name	Southend Hospital NHS Trust
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ORGANISATION DETAILS

Name	Southend Hospital NHS Trust
Address	Prittlewell Chase Westcliff-on-Sea Essex SS0 0RY

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

Ladybird Day Nursery opened in 1991 and moved to new premises in March 2004. It operates from four rooms in a converted house adjacent to Southend Hospital. The nursery is mainly used by children whose parents are staff who work at the hospital.

There are currently 87 children from nought to five years on roll. This included 19 funded three year olds and 5 funded four year olds. Children attend for a variety of sessions. The setting does not currently have any children attending who have special needs but has children on roll who speak English as an additional language.

The group opens five days a week all year round. The nursery is open from 06.45 until 19:00.

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

The provision for nursery education at Ladybird Day Nursery is good. It enables children to make very good progress towards the early learning goals in their communication language and literacy, knowledge and understanding of the world and creative development. Generally good progress is made in all other areas of learning.

Teaching is very good. Staff seize opportunities to expand children's development in all six areas of learning and are highly aware of their individual stages. Plans are very effective and clearly written, detailing the stepping stones and showing differentiation. Activities are evaluated and children observed. Staff use their assessments in planning the next steps of the children's educational programme.

The leadership and management of the setting is very good. The manager has some hands on time with children but is generally supernumerary. She is able to delegate responsibilities to the staff and confident in their abilities. Assessments are made of the strengths and weaknesses of the setting by an effective system of monitoring, overseeing plans and ensuring staff have the relevant skills and training to do their jobs effectively. The management and staff are committed to the improvement of care and education for all children.

Parents are provided with good quality information about the setting. They are informed of children's progress and achievements and encouraged to share what they know about them. New notice boards are being used to display information about the early learning goals and the activities provided. Parents can see their children's work displayed alongside the stepping stones and explanations. There are formal opportunities for parents to discuss their children's progress and view their records as well as daily discussions about their day.

What is being done well?

- Children record stories in pictures and see the writing that accompanies it next to their illustrations.
- Staff offer many interesting activities across the curriculum for children to learn about the cultures and beliefs of others. These also include differences such as how we eat our food.
- Children have opportunities to see their work displayed using their own ideas such as 'painting what you see'.
- Parents are given explanations of their children's work alongside the stepping stones so that they can see how their child learns.

What needs to be improved?

- opportunities for more able children to develop independence at snack and meal times
- the timing of outside play and alternatives indoors, so all children can develop their larger physical skills on a daily basis.

What has improved since the last inspection?

The setting has made very good progress since the last inspection when they were asked to review the organisation of the resources to help children become independent. The group has recently moved into larger premises, and storage is at the children's height.

The room has been organised so that there is more space available for the six areas of learning to be promoted on a wider basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested, excited and motivated to learn. They are eager to try new activities and confident to ask for help and support. They are settled and show a sense of belonging, seeking reassurance from staff and sometimes each other if necessary. Children are beginning to follow instructions, are polite and can share well. Some opportunities are provided for children to become independent, however more able children could help themselves and each other during snack and mealtimes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children use language for a range of purposes; they ask questions, exchange information and narrate their play. They are beginning to extend their vocabulary and some children use complex sentences. They have opportunities to look at initial letters and begin to write simple words or practise their emergent writing skills. Children show interest in books, use some book language and enjoy stories. They record information and their findings through a mixture of overwriting and pictures.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to count everyday, sometimes as part of focused activities and sometimes spontaneously in their play. Many activities involving simple calculation and problem solving are provided for children and they readily accept the challenges. Children are interested in shapes and use them to create pictures. They understand size and positional language and have opportunities for learning about capacity and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Many opportunities are provided for children to explore and investigate objects and materials using their senses. Staff use the children's natural curiosity as learners to extend their learning in both planned and spontaneous activities. Children have many opportunities to learn about and gain an understanding of the cultures and beliefs of others. They are competent at using the computer and know how to wait for the programme to load and confidently use the mouse.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Most children have ample opportunities to develop their larger physical skills when able to use the garden area. However the timing of outside play may not be convenient for all children and there are few alternatives provided inside everyday. Children confidently use a range of small and large equipment and have developed good hand-eye co-ordination. They have frequent opportunities to learn about the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express their own ideas through paint, collage and construction and their work is well displayed. They have opportunities to listen and respond to different types of music and enjoy using the musical instruments. Children have lively imaginations and create imaginary games using props around them or just each other. They have planned opportunities to respond to their senses by using feely boxes or tasting new foods.

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 opportunities for more able children to develop their independence at snack and meal times
- plan the timing of outside play and alternatives indoors, so all children can develop their larger physical skills on a daily basis.

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.