



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 310200

DfES Number: 522865

### INSPECTION DETAILS

Inspection Date	15/07/2004
Inspector Name	Marie Mcconville

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Childcare Norham
Setting Address	1 Alnwick Avenue North Shields Tyne and Wear NE29 7AX

### REGISTERED PROVIDER DETAILS

Name	Childrens Services
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### ORGANISATION DETAILS

Name	Childrens Services
Address	Unicorn House Suez Street North Shields Tyne And Wear NE30 1BB

## 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

Childcare Norham is located in purpose built accommodation in an urban setting that lies on the outskirts of the town of North Shields. The nursery serves the local community and also attracts families from neighbouring areas.

The nursery has been registered since 1975 and has recently been extended, it now has neighbourhood nursery status and offers a range of free and fee paying places. Children attend for a varying number of sessions. The nursery is open 51 weeks of the year and operates from 07:30 until 18:00 Monday to Friday.

There are currently 102 children on roll, of these 18 3-year-olds and 6 4-year-olds receive funding. Children with special educational needs attend the nursery, one child receives funding.

There are three members of staff who work directly with funded children, they all hold a relevant qualification in the care and education of children. The nursery receives regular support from a teacher 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?

Childcare Norham provides good quality nursery education in a welcoming atmosphere, children are happy, confident and clearly enjoy coming to nursery. Children make very good progress in communication, language and literacy and physical development, progress in mathematical development is limited, while generally good progress is being made towards the early learning goals in all other areas of learning.

The quality of teaching is generally good. Staff have developed warm relationships with the children and use good techniques to promote children's positive self image. Staff provide an interesting range of activities that are linked to topics, indoors and outdoors, however activities are not always extended enough to provide sufficient challenge in some areas of learning and the layout of the room results in staff missing opportunities to extend children's learning. Group activities are well planned and presented so that children have a clear understanding of what is expected from them, but planning does not yet cover all aspects of the curriculum in sufficient depth. Children's development files are extensive, and contain written observation, photographs and samples of work, however children's learning is not sufficiently evaluated to inform planning. Staff work well with parents and other agencies in relation to children who have special needs promoting children's progress.

Leadership and management is generally good. Management ensure the smooth day to day running of the nursery and are committed to developing practice through regular staff supervision and ongoing training. However the system to monitor and evaluate the education provision is not yet rigorous enough.

Partnership with parents is very good. Parents are kept informed about their child's progress through reviews, access to their child's file and daily discussion. Letters about topics and access to planning informs parents about what their children do.

### What is being done well?

- Communication, language and literacy is a strength of the nursery. Children use language well to communicate, they enjoy stories in large and small groups and access books spontaneously, handling them with care. Older children write their names in well formed letters while younger children have many opportunities to practice their writing.
- Happy, confident children who have made good, trusting relationships with staff. Staff use excellent techniques to ensure that each child has positive feedback each day, promoting their positive self image and their place within the group.
- Staff plan an interesting range of adult led activities that are linked to topics, they prepare children well so that children are very clear about what is

expected from them.

- Children learn about other cultures through well planned, practical and meaningful activities, children retain information and recall what they have learnt with understanding.
- Staff, parents and carers have very good relationships. Information is shared in a range of ways so that parents are kept well informed about their child's progress and the activities the children take part in. Parents are very supportive of the nursery, their views are welcomed during committee meetings.
- Effective management, together with the dedication of the staff ensures continual improvement of the educational programme and staff development through access to training.

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

- children's assessment files, so that is clear what children know and can do to inform future planning.
- the planning and the lay out of the room so that the whole of the curriculum is delivered over time and appropriate challenges are set for more able children.
- the opportunities for children to practice counting and calculation in everyday routines and meaningful activities.
- the monitoring of the educational programme so that gaps are identified.

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

At the previous inspection two points for consideration were made, the setting has made very good progress in implementing one of the points, however circumstances out of the control of the setting has resulted in the second point not being addressed.

Full use of the outdoor play area has resulted in children making very good progress towards the early learning goals in physical development. A safety surface has been installed and the whole of the curriculum is moved outside during summer months, access to the outdoors has been extended during inclement weather.

As a result of an overall increase in numbers of children attending the setting it has not been possible to create a dedicated art room. Staff take care to ensure that children's opportunities to develop their imagination through large creations occurs through planned activities such as creating a dragon while celebrating Chinese New Year.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate easily from parents and carers, they have formed warm and friendly relationships with staff and each other, they clearly enjoy coming to nursery. Children's confidence and self esteem is built up by staff who are sensitive to their needs and know them well. Children show confidence as they carry out tasks and choose activities. Children have a developing sense of the needs of others but some children are not yet able to resolve conflict in child driven activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are very good communicators, they use language well to express their thoughts and ideas. children participate with great enthusiasm during story time, they listen well and predict the outcome. Children handle books well, know that information can be retrieved from books and enjoy books that they choose spontaneously. Older children write their names in well formed letters, younger children have emerging writing skills and practice their writing in meaningful, child driven activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Older children recognise numerals up to ten and count reliably and with understanding in child driven activity using number lines. Younger children recognise groups of two and three, and use mathematical language such as more and less, but there are insufficient opportunities to practice counting and calculation in every day routines and activities. Children learn about shape as they match shapes and use shape for a purpose, for example as they draw houses identifying triangles and squares.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have a developing sense of time as they talk about past and future events with understanding. They enjoy a range of meaningful activities that teach them about other cultures They learn about living things as they care for the nursery fish and plant and grow seeds. However the lay out of the room impacts upon children's spontaneous use of the computer. Children investigate the properties of objects such as magnets and magnifying glass with great understanding

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with pleasure and competence, running, jumping, climbing and manoeuvring wheeled vehicles during outdoor play. They take part in music and movement sessions exploring ways of using different parts of their body and talk about how vigorous exercise effect their body. Children's fine motor skills are good, they show increasing control over clothing and fastenings and use a range of tools and utensils safely and competently. Children have a developing understanding of good hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate with enthusiasm when singing songs and nursery rhymes in group activities and sing spontaneously as they play. Children express themselves during music and movement, moving with rhythm and imagination. They explore a range of mediums such as play dough, choose colours for a purpose and experiment when mixing colour. Older children act out narratives as they play with small world toys but imaginative, role play is not always purposeful or extended.

**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**

- Continue to develop children's assessment so that observations of children's learning are systematic and evaluative. Use the information to inform future plans and to monitor the content of the educational programme to identify gaps.
- Continue to develop the planning while considering the lay out of the room, to ensure full and sufficient coverage of the curriculum is delivered over time and appropriate challenges are set for more able children.
- Ensure that there are sufficient opportunities made for children to practice counting and calculation in every day routines and meaningful activities.

*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.*