



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 208212

DfES Number: 545166

INSPECTION DETAILS

Inspection Date 29/03/2004
Inspector Name Julie Kim Davies

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care, Sessional Day Care
Setting Name Kids 4 Us Nursery
Setting Address Kids 4 Us Nursery
The Demountable,,John Fletcher Junior School
Upper Road, Madeley
Telford

REGISTERED PROVIDER DETAILS

Name The partnership of Christine Edwards and Valerie Price

ORGANISATION DETAILS

Name Christine Edwards and Valerie Price
Address The Demountable
John Fletcher School, Upper Road, Madeley
Telford
Shropshire
TF7 5DL

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

Kids 4 Us Day Nursery opened in 1995. It operates from six rooms based within a demountable single storey structure and a bungalow. The nursery is based in the school grounds of John Fletcher Junior School, Madeley, which is a suburb of Telford. The nursery and after school club serves the local area.

There are currently 56 children from 3 months to 8 years on roll. This includes 10 funded 3-year-olds and 7 funded 4-year-olds. Children attend for a variety of sessions. The setting is able to support children with special needs, and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are two part time and six full time staff working with the children. All staff have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery is a member of the Pre-school Learning Alliance (PLA) and Getting it Right (formally Kids Club Network).

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

How effective is the nursery education?

Kids 4 Us Nursery education provision is generally good. All children are making generally good progress towards the early learning goals.

Teaching is generally good. Assessment systems are in place to monitor all children's development. Pre-school staff work well as a team and this provides a secure and interesting environment. Children have a designated base where they can access most resources independently. Daily activity planning is clearly organised. However, the systems for evaluating activities to inform future planning and incorporating children's individual needs are limited. Staff access regular training and have a developing understanding of the Foundation Stage and curriculum planning. Children behave well in response to the sensitive support of staff. There are suitable resources and activities covering all six areas of learning. There are appropriate support systems in place for children with special needs or those with English as an additional language.

Leadership and management of the nursery are generally good. There is effective teamwork, which contributes to the smooth running of the pre-school room and the children's learning. However, staff not based in the pre-school and who provide support when needed, are not always fully prepared by managers to undertake the planned activities, resulting in some missed learning opportunities for some children. Staff are encouraged to continue further training and they contribute to the planning and assessment of the children's progress.

Partnership with parents is generally good. Staff share information with parents about their child's progress on a day-to-day basis. However, parents through the inspection process, raised the issue of wanting more detailed information. There is limited written information shared with parents covering the curriculum and early learning goals.

What is being done well?

- Children are encouraged and show increasing skills and confidence when independently involved in their personal care.
- Children enjoy singing and can spontaneously recall their favourite songs and rhymes.
- Opportunities are provided for children to freely express their thoughts and ideas through imaginary play.

What needs to be improved?

- the arrangements for sharing with parents information relating to the

curriculum and early learning goals

- the evaluation of the curriculum planning to inform future plans and ensure children's individual needs are incorporated
- the consistency of teaching support and delivery of planned activities for all children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children aged three and four are confident and interested to learn, accessing a variety of opportunities provided by staff. They are developing self-confidence and self-esteem and are able to make choices in their play. Children are forming good relationships with their peers and adults. They show concern for others and are helpful. They are beginning to develop an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, listen and respond in a range of circumstances. Children aged three and four play imaginatively, freely expressing their thoughts and ideas in imaginary play. All children enjoy singing and spontaneously recall favourite songs and rhymes. Children are beginning to recognise familiar letters within simple words and most four year olds attempt to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape, measure, pattern and sequencing, but have limited opportunities to learn about addition and subtraction concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Both three and four year olds use the varied range of equipment and resources within free play. They explore, find out about and experiment within their play. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities. They talk about events in their lives and are developing a sense of time and place. However, they are not always questioned and challenged to extend their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with control and can run; walk and use a variety of equipment that helps them develop their physical skills. They access activities, which help them to develop climbing and balancing skills. Both three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies and developing understanding of how to keep them healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children aged three and four use their imagination within varied free choice and planned activities. They enjoy role-play, music and movement opportunities and particularly enjoy singing. Children have access to a wide range of materials so that they can explore texture, form and shape and use their senses and communicate their ideas and thoughts.

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

- There are three key issues:
- develop systems for sharing with parents information relating to the curriculum and early learning goals
- improve the evaluation of the curriculum planning to inform future plans and ensure children's individual needs are incorporated
- ensure consistency of teaching support and delivery of planned activities for all children.

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.