



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN** 205407

**DfES Number:** 517327

### **INSPECTION DETAILS**

Inspection Date	28/02/2005
Inspector Name	Julie Kim Davies

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	The Grange Nursery
Setting Address	Ankerage Green Warndon Worcester Worcestershire WR4 0DZ

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Jane Dallard
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## 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

The Grange Nursery opened in 1993 and operates from a large community centre, situated within a large new housing estate on the outskirts of Worcester City. Children are accommodated in a large, specifically adapted room, which can be divided into two separate areas for different types of play. The nursery also uses a small hall during certain times of the year, when the number of children increases. There is a fully enclosed outdoor play area available. The setting serves children from the local community, but is open to children from all areas.

There are currently 65 children on roll from 2 to 5 years. Of these, 41 receive funding for nursery education. The setting has facilities in place for supporting children who have a special need and for whom English is not a first language.

The group opens five days a week during term-time. A holiday club also operates for two weeks during the summer holidays. Nursery sessions are from 08:30 to 15:30. A breakfast club is also offered for school-aged children from 07:45 to 08:45. Children attend for a variety of sessions.

There are six part-time and full-time staff who work with the children. Five of the staff hold appropriate qualifications to NVQ level 2 or 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP). They also attend local EYDCP forum and partnership meetings.

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

### How effective is the nursery education?

The Grange Nursery provides very good nursery education. Children are making very good progress in all six areas of learning.

Staff have a very good understanding of how children learn and plan a stimulating, balanced range of activities such as the 'science lab' that links into the Foundation Stage and early learning goals; thus children are eager and motivated to learn. The staff team act as good role models and have realistic expectations of what children can achieve so that they succeed and progress well. This small setting, with high staff to children ratios, ensures staff know the children well and they behave well due to clear expectations and caring relationships with the staff team. Effective assessment procedures link with the early learning goals and inform the planning and activity development. The staff are able to clearly explain and demonstrate their understanding of how to vary activities to meet children's individual needs. Staff attend training to support the delivery of the curriculum. Staff time and resources are well organised to provide a highly attractive setting that promotes learning.

Leadership and management are very good. The provider works alongside staff and so daily monitors and supports staff and the delivery of the curriculum provided. Regular team meetings support staff development and review planning and all aspects of the service. Staff time, teaching methods and resources are effectively organised around good teaching practices which encourage children to think, for example lots of open questions.

Partnership with parents is very good and is fostered through information sharing, meetings, newsletters, details of activities and topics related to early learning goals. Parents receive a very warm welcome and their comments indicate a high degree of satisfaction. Several parents indicated they would like to receive written progress reports. This is to be raised as the point for consideration from this inspection.

### What is being done well?

- The staff plan and provide a high quality, diverse and stimulating range of play experiences and activities which children enjoy and supports their learning. This includes good opportunities for self initiated activities.
- Effective teamworking creates a well-organised environment where children are busily occupied and their interest sustained. The teaching methods deployed provide excellent support to children; they are encouraged, questioned and challenged in ways that nurture and enable children to develop at their own pace. The staff are knowledgeable about the children and have realistic expectations of their abilities.
- The children are secure, confident and very well behaved. Staff are calm, polite and their consistent manner is a good example for children to follow.

They develop warm and trusting relationships with each other and the staff.

- The children are active talkers, listeners and communicators. They count readily and recognise and use numbers in play and everyday routine situations.
- Parents are encouraged to be part of their child's learning experience. The documents and communication systems support the children's positive integration in to the nursery.

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

- provide parents with written information regarding their children's developmental progress.

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

At the last Nursery education inspection two points for consideration were raised and very good progress has been made to address these.

The setting was asked to improve its programme for creative development to provide more opportunities for children to express their own ideas and design in craftwork.

Staff regularly assess the craft materials available, to ensure a varied, plentiful range is offered. Children are encouraged to choose their own media and art equipment to create and express themselves freely.

In addition, the setting was asked to include the assessments of children's progress more in planning and increase the involvement of parents in the procedures.

Assessment records are now used in planning meetings and all staff have an input into the individual educational plans provided for children with special needs.

Through the parent communication folder staff regularly update and seek information from parents regarding their views on children's progress, as well as providing verbal feedback on the assessments staff have recorded regarding their children. The staff regularly invite parents in to the nursery and the newsletters also remind parents they can request a meeting at anytime.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eagerly approach learning. Three and four year olds display a high level of involvement in activities. Children behave well and have a good awareness of the boundaries set for behaviour. All children are considerate to each other and take turns, for example in the shopping board game. They develop good relationships with adults and peers and show a strong sense of self and growing respect for others. They have opportunities to work in groups or individually with staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming very active communicators and listeners. All children are very interested in rhymes, books and listen intently to stories such as 'Grace's baby' and relate to their experiences. Most children make suggestions and predict what might happen next, e.g. when using magnets. Children are able to recognise their names and some are able to write these with increasing confidence. All children are displaying increasing ability in using and recognising letter sounds during their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about number, space, shape and volume through a wide range of planned and spontaneous practical play activities. All children match shapes well in board games and craft sessions. They are confident at recognising numbers and are becoming skillful at cutting out shapes to match spaces. They talk about size in their play and are learning about adding and subtracting through enjoyable action rhymes and songs and everyday situations such as counting numbers of children present.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and learn about the natural world and how things grow and change, e.g. walks outside, planting seeds and topics such as 'mini beasts' as well as use of the 'science lab' area. Children see positive images of diversity in their resources and take part in cultural celebrations. They build confidently with a wide range of materials and construction toys. They are competent with equipment such as tape recorders and keyboards.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are learning to move with confidence and skill. They are developing a good awareness of space and control of their bodies both in and out of doors, e.g. standing and sitting still at group times or running and weaving between each other outside. Children have very good opportunities to use a wide range of tools and equipment, e.g. propel balls outdoors, spread glue and use pencils with increasing control. They learn how to keep their bodies healthy through topics such as healthy eating.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to explore, create and respond to music sounds and rhymes. For example, Chinese music is included in the Chinese New Year festival activities. All children move expressively and spontaneously. They learn about colour, forms and shapes through spontaneous and planned activities. They examine different textures through use of natural materials such as sand and clay. They express their individuality using varied materials including paint and collage materials.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to providing parents with written information regarding their children's developmental progress.

*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.*