



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400087

DfES Number: 530601

INSPECTION DETAILS

Inspection Date 26/03/2004
Inspector Name Gianna Ulyatt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Learners Nursery Centre Ltd.
Setting Address Stags Way
Scorton
Richmond
North Yorkshire
DL10 6HB

REGISTERED PROVIDER DETAILS

Name Little Learners Nursery Centre Ltd. 3543299

ORGANISATION DETAILS

Name Little Learners Nursery Centre Ltd.
Address Stags Way
Scorton
Richmond
North Yorkshire
DL10 6HB

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

Little Learners Nursery Centre is privately owned, with a centre manager in post who takes responsibility for all childcare issues. It has been registered since June 1998 and is located in purpose built premises in the village of Scorton, between Richmond and Northallerton.

The nursery accommodation consists of five separate units for different aged children, toilets, kitchen and staff facilities. Children have regular access to an enclosed outdoor play area or an indoor soft play room for physical play activities. The nursery serves children from the local community and is registered for 82 children aged 0 to 8 years. Care is also provided for children over 8 years. A school collection service is offered to and from Bolton on Swale, Middleton Tyas, Brompton on Swale and Michael Sydall Primary Schools.

There are 137 children who attend throughout the week, including those who attend the out of school club. There are 9 funded 3 year olds and 15 funded 4 year olds. The nursery currently provides care for children with special educational needs; none of the children have English as an additional language.

There are 19 members of staff working with the children; 13 are qualified and one is working towards a relevant childcare qualification. Qualified teacher support, advice and training is given by the North Yorkshire Early Years Partnership.

Opening times are from 07:30 to 18:00 from Monday to Friday. The nursery is a member of the Pre School Learning Alliance.

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

How effective is the nursery education?

Little Learners Nursery Centre offers good quality provision overall in a stimulating environment where children make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical and creative development. They make generally good progress in communication, language and literacy and mathematics.

Teaching is generally good. Staff have a good knowledge and understanding of the early learning goals. Planning is good for focused activities and there is a good challenge for younger children. In self-chosen activities plans are not developed enough, so some activities do not have a clear learning outcome. Staff know children well and there are well developed assessment systems in place. The valuable information is not always used to provide a sufficient challenge for older children. There is good support for children who have special educational needs so they are fully included in all activities. Staff have high expectations of behaviour and manage children in a supportive environment. Time is not always used efficiently for example, snack time takes too long.

Leadership and management is good. There is good teamwork between manager and the deputy; both are able and knowledgeable. Management provide very good role models of teaching. The management is committed to improving the care and education the nursery offers. Staff are encouraged to attend courses and are well supported in the setting. The management is clear about the strengths and weaknesses in the areas of learning, but monitoring is informal.

The partnership with parents is very good. Parents are given good quality information through written and verbal messages. Parents meet with staff twice a year to share their child's records. They share news on a daily basis. They are encouraged to send in items to support activities.

What is being done well?

- Relationships are very good and very good emphasis is given to children's personal social and emotional development.
- Leadership and management is good; the management are good role models for staff.
- The partnership with parents is strong.
- Children's knowledge and understanding of the world is well developed in an interesting way.
- Staff interaction with children as they play is very good.

- The accommodation is used very well to enhance learning.

What needs to be improved?

- the challenges for older children in aspects of literacy and mathematics
- the use of assessment
- planning for self-chosen activities
- systems for monitoring and evaluating teaching and learning.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection. Staff give good quality information to parents and they are now more involved in sharing the progress their child is making. Children are now presented with more choices so they develop more responsibility.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well-behaved and motivated to learn. They are confident with adults in the setting. Many have established friendships. Children are developing independence and have good opportunities to make choices and decisions. They are becoming aware of different cultures through practical activities and planned topics.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

There is good emphasis on early phonics and children learn to link letters to sounds. Children speak in good, clear sentences. They develop their vocabulary well through varied role-play scenarios. Children enjoy listening to stories and know how to turn over pages and care for books. Older children recognise words, but they are not extended enough. There are missed opportunities to write through play and to practise handwriting skills with a clear purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count those present each day, but additional opportunities to count are often missed. They sing a range of songs and rhymes with a mathematical flavour. They play games that help them match objects. They make patterns in art, measure the height of seeds as they grow and sort items by length. Older children are not extended enough to develop their understanding of early calculations because mathematics is not included enough in the daily routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things and know the names of many young animals; they watch plants growing. They are beginning to understand patterns and changes in season. They learn to use the computer with competence. There are good chances for them to become aware of the rural environment through regular visits. Plans show that children become involved in a range of cultural activities and celebrations so they become aware of their own culture and that of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with good control and co-ordination. They become aware of their space and the space of others when playing on the challenging indoor apparatus. They are aware of some healthy issues, but less so about healthy food. They use a range of small equipment with increasing control. Children use scissors competently and handle a wide range of tools with good accuracy.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children experiment well using a range of art resources creating texture and paint work. They make models with playdough. Children sing songs, dance to music and use instruments. They learn to match instruments to different sounds. Children develop their imagination well through a good variety of role play scenarios. They use their senses well to express their feelings and ideas.

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

- make better use of assessments so that older children are well challenged in mathematics and literacy during planned activities and in daily routines
- develop a more systematic approach to monitoring teaching and learning
- make the learning objective clearer in self-chosen 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.