



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226436

DfES Number: 517021

INSPECTION DETAILS

Inspection Date 18/11/2002
Inspector Name Patricia Mary Jane Verity

SETTING DETAILS

Setting Name Longfield Kindergarten
Setting Address Longfield House
Leicester
Leicestershire
LE8 8BQ

REGISTERED PROVIDER DETAILS

Name JANETTE BALE

ORGANISATION DETAILS

Name
Address

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

Longfield Kindergarten is a privately owned nursery that opened in 1990. It is situated in a purpose built extension to the proprietor's home on a farm in rural Leicestershire. The nursery provides a service to families living in the surrounding area: children have the use of a playroom on two levels with toilet facilities. There is an enclosed outdoor play area with large equipment, plus the use of an under-cover play area for wet weather. The kindergarten is registered to provide sessional care for up to twenty children aged between two and five years. There is also a holiday scheme for one week only in the summer holiday for children up to the age of eight years. The Kindergarten is open from Monday to Friday during term time only. Children attend either five morning sessions from 08:45 to 11:30am, or five afternoon sessions from 12:15 to 15:00. There are currently 23 children on roll, with 14 children attending the morning sessions and nine attending afternoon sessions. This includes seven funded four year olds and six funded three year olds. There are no funded children identified as having special educational needs or for whom English is an additional language presently attending. Three permanent part-time members of staff work with the children throughout the week, all of whom hold an appropriate early years qualification. The nursery receives support from a teacher/mentor from the Early Years Partnership.

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

How effective is the nursery education?

Longfield Kindergarten offers high quality provision which helps children to make very good progress towards the early learning goals. Children are interested and motivated to learn. A wide range of activities is planned which captures the imagination of the children and challenges those who are older or more able. Teaching is very good, staff have a very good understanding of the Early Learning Goals. They are skilled in managing children's behaviour. The adults recognise when to stand back and allow children to persevere and practice skills, and when to intervene to suggest how the play can be extended. Staff know the children well and plan appropriate activities to meet the needs and interests of individual children. Leadership and management of the Kindergarten is very good. Strong leadership is provided by the proprietor. Training needs of the staff are identified and all adults regularly attend training sessions provided by the Early Years Partnership. The partnership with parents is very good. Good relationships have been established with parents, who spoke very highly of the nursery and staff. Good written information is provided for parents including the educational programme. Parents contribute to their children's learning in many positive ways.

What is being done well?

The planning of the educational programme effectively promotes learning in all six areas. Children are happy, confident and highly motivated. The quality of the teaching and the availability of a wide range of resources ensures that children are busy and interested in what they do, and are given appropriate levels of challenge. Good behaviour is expected and encouraged. Adults act as positive role models in the way they speak to the children and each other. Effective partnerships have been established with parents.

What needs to be improved?

Parents' access to their children's records of achievement.

What has improved since the last inspection?

The progress since the last inspection has been generally good. The record keeping process now includes all of the stepping stones for the six areas of learning. However, parents do not currently have access to these records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. Children are confident, friendly and happy. They are actively involved in their learning and show independence in selecting and carrying out activities. Staff have high expectations of the children's behaviour, the children respond well to this and show care and concern for others.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children's progress in this area is very good. Children are articulate and confident in their use of language. They listen attentively to stories and express their feelings and their needs. Children make marks and write for a variety of purposes, older and more able children link sounds to letters and write simple words.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in mathematical development is very good. Children can count up to ten and beyond. They use mathematical language in everyday situations to compare shape, position and size. Children's understanding of addition and subtraction is developing, older and more able children record numbers and simple sums in their work books	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in this area is very good. Good use is made of the farm setting to provide real experiences for children to explore the natural environment and living things. Children are encouraged to construct in three dimensions. Children have access to multi-cultural resources and learn about diverse family faiths and cultures.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's physical development is very good. Their large-scale and small-scale movement skills are developed through a wide range of small and large equipment. They use the large equipment in the playpark and the undercover play area on a regular basis. Children are developing an understanding of the effect that good hygiene and exercise can have on their health. Challenging opportunities are provided for older and more able children.	
CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. They are given frequent opportunities to respond to music: children enjoy taking part in singing and explore sound and movement through planned and spontaneous activities. Children play	

co-operatively and imaginatively in a variety of role play experiences.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Points for consideration: Ensure that parents are kept fully informed about their children's progress and achievements in all six areas of learning.