



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109300

DfES Number: 515202

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Alison Weaver

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Micklefield Nursery School
Setting Address Sutton Avenue
Seaford
East Sussex
BN25 4LP

REGISTERED PROVIDER DETAILS

Name The Committee of Micklefield Nursery School

ORGANISATION DETAILS

Name Micklefield Nursery School
Address Sutton Avenue
Seaford
East Sussex
BN25 4LP

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

Micklefield Nursery School opened in 1994. It operates from four classrooms in a large single storey building in Seaford. There is also a dining room with kitchen facilities, and a toilet area. The nursery serves the local town and the surrounding area.

There are currently 101 children from 2 to 4 years on roll. This includes 86 funded 3 year olds and 14 funded four year olds. Children attend for a variety of sessions. At present there are no funded children with special needs.

The group opens five days a week during school term times. Sessions are from 08.30 until 15.00.

Fifteen staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision for nursery education at Micklefield Nursery School is acceptable and of high quality. Children are making very good progress towards the early learning goals. They are confident, eager to learn, and participate enthusiastically in the wide range of activities provided.

The quality of teaching is very good. The staff have a secure knowledge of the Foundation Stage. They provide a well balanced and stimulating curriculum which covers all areas of learning. The planning is clear and detailed with specific learning intentions identified. There is an effective observation system in place which is used to assess the children's progress and inform future planning. There is a broad range of resources which staff use well to support children's learning and promote their independence.

Staff provide a stimulating environment for the children both indoors and outdoors. Staff are supportive and build positive, caring relationships with the children. They are good role models and have high expectations of children's behaviour. Staff are skilled at developing children's language.

The leadership and management of the setting is very good. The manager has developed a staff team who are very keen and enthusiastic. They work well together and have a collaborative approach to their work. They show commitment to improving their knowledge and practices. They regularly monitor and evaluate the effectiveness of their provision. Ongoing training and staff development is encouraged.

The partnership with parents and carers is generally good. Parents are well informed about the group's activities, themes, and routines. They are welcome in the group and spend time talking informally to staff about their children. They are given some information to help support their children's learning at home. The opportunities to contribute to their child's learning and assessment in the group are not fully extended.

What is being done well?

- Children are confident, interested, and play well together. They are also able to work on their own. The staff provide the support that is necessary and promote children's development.
- Staff's clear understanding of the early learning goals leads to well planned and organised activities which engage and sustain children's interests. The staff create imaginative and fun play situations such as a 'builder's yard' in the outdoor area. They plan a good variety of activities where children can explore music.

- Staff provide a wide range of stimulating activities where children can explore the natural world. This is particularly evident in the use of the vegetable garden where children grow their own produce for eating in the nursery.
- Staff are very good at developing language; they value what children say and do; effectively model and reinforce language; and encourage children to listen to others. They use very good questioning techniques to encourage children to think about what they are doing and to talk about their experiences.
- The resources are well organised and labelled very effectively which encourages children's independence and word recognition.

What needs to be improved?

- opportunities for parents to contribute to children's learning and assessment.

What has improved since the last inspection?

The setting has made generally good progress towards addressing the key issues raised at the last inspection.

The group was asked to develop the planning to give more detail to guide teaching. This issue has been addressed and the planning is now very clear. It contains sufficient helpful information for staff to carry out the activities effectively.

The group was asked to expand the assessment system to tie in with all aspects of the six learning areas. This has been addressed as there are now clear links with all the early learning goals.

The group was also asked to provide more opportunities for parents to be involved in the nursery, particularly regarding the children's learning and assessment process. This has been partially addressed but needs to be extended further. There is an open door policy in the group and parents are welcome to talk to staff at any time. Parents are kept informed about activities and themes in the setting. They are encouraged to bring in items from home for the themes. Parents are able to contribute to the child profiles as they are first started but at present the group does not carry out any further formal consultations. The opportunities for parents to contribute to the assessment process are limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic, and enjoy new experiences. They show high levels of concentration. They relate well to adults and to each other. They are well behaved, learning to share and take turns. Children are developing their independence and make their own choices of activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and chat freely with each other and with adults. They are developing a good awareness of the link between sounds and letters. They show an increasing skill in mark making and letter formation. They enjoy stories and show an interest in books. Children develop their reading skills well as they see familiar words displayed and have regular opportunities to find their name cards.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond in a variety of everyday practical activities. They show an increasing ability to recognise numerals. They are developing a good understanding of shape, size, and position, and are beginning to use the correct mathematical language. Planned activities extend children's understanding of simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about past and present events in their own lives and those of people they know. They are gaining an increasing understanding of their local environment and community. Children explore and investigate a very wide variety of objects and materials. The outdoor area is used particularly well to stimulate children's interest in the natural world. They competently use a broad range of equipment and tools. Children have regular opportunities to use everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely, showing good co-ordination and spatial awareness. They develop their fine motor skills through a variety of interesting activities. They confidently use a wide range of equipment both indoors and outdoors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of materials and are able to express their own ideas through a variety of art and craft activities. They are encouraged to use their imagination and enjoy role play. They take part enthusiastically in a good range of music and singing activities. They make simple rhythms using their bodies and musical instruments. They are learning to distinguish between loud and soft sounds.

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 improving the following:
- opportunities for parents and carers to contribute to children's learning and assessment.

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.