



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY246428

DfES Number: 523175

INSPECTION DETAILS

Inspection Date	29/11/2004
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Berwick Road Day Nursery
Setting Address	Berwick Road Little Sutton South Wirral CH66 4PN

REGISTERED PROVIDER DETAILS

Name	Mrs Helen Cartwright
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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

Berwick Road Day Nursery has been operating for one year. The nursery is open Monday to Friday between the hours of 07:30 and 18:00. It is registered to care for 60 children between the ages of 0 and 5 years. There are presently 103 children on roll.

The nursery is situated in a self-contained unit. There are four main playrooms, an entrance hall, toilet and staff facilities as well as a secure outside play area. The children are based in rooms according to their age and stage of development, there is a baby room, the lower and upper tweenies rooms and the oldies.

The nursery receives nursery grant funding for 24 three-year-old children, no eligible four year olds at present. The children are working towards the Foundation Stage of education by following a planned curriculum. 23 full and part time staff work with the children. Most have early years qualifications.

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 Berwick Road Day Nursery is generally good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan jointly a good variety of practical activities. They have good knowledge of the children and apply that to the kind of learning that suits the children best. Staff use good quality resources that give the children valuable hands-on experience. The staff are skilled at developing children's language. They talk pleasantly to them, asking questions that probe their understanding and encourage them to expand their answers. Staff develop the children's interest in reading with frequent library sessions in which children sit quietly and look through their books enthusiastically. They do not develop children's mathematical talk with the same intensity.

Detailed assessment operated by key workers gives staff good information on which to base their planning. The long term records of achievement are a valuable record of progress which staff can share with parents.

The leadership and management of the nursery is generally good. The officer in charge has built up a committed team dedicated to achieving the setting aim of having 'happy parents and happy children.'

The partnership with parents is very good. An informative newsletter tells parents about the next term's learning plans and other future events. Parents value the very good information staff give them about their children's progress. Staff encourage parents to have full involvement in the children's education, as well as sharing social events like the 'Magic Christmas video.'

What is being done well?

- Provision for children's physical development.
- Working in partnership with parents.
- Teaching, particularly the sensitive management of children's behaviour, and the development of their creative ideas indoors.
- Leadership and management that ensures a positive working environment which creates happy children and happy parents.
- Assessment that provides a good basis for planning and gives good information for parents about their children's progress.
- Children are being involved closely in reading, learning to love books and handle them as real readers.

What needs to be improved?
<ul style="list-style-type: none">● the opportunities for children to talk about and use number in play situations● the level of children's independence in such things as dressing themselves to go outdoors● the use of outdoor play activities to develop children's creative ideas and awareness of place● the provision of further musical experience and exploration indoors.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's confidence and self-esteem are built up well by staff who know them well and value their ideas and achievements. Children are encouraged to be independent by being given jobs to do and finding resources for themselves. They get too much help, however, from adults when dressing to go out to play. Children behave well and learn to be polite in saying 'please' and 'thank you.' They learn to be friends, sharing well, in play activities such as dinosaurs or pretend face painting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are eager to talk. Children listen when staff share stories with them, reading expressively and introducing children to the idea of letters and their sounds. Children follow this good role model and 'read' their books with full concentration. Working mostly one-to-one staff guide children in forming letters correctly, but do not give them full scope to practice around the classroom. Role play is popular and gives children good ideas to talk about.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children benefit from good one-to-one tuition to help them recognise shape and position. They learn to count from the numbers of children in the line to go out, or how many forks they would need for their lunch table. Staff use opportunities as they arise during the day to point out connections with number, but some are missed, the play with dinosaurs did not touch on how many legs or ordering by size. Children experience weight and capacity when using sand and water, but less problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have fun investigating on the theme of 'water'. Children love to observe and ask questions about the natural world. They give serious thought to design when using the construction kits. Much ICT is going on, children become adept at using the mouse, and are presently fascinated with the making of 'Magic videos.' Children learn well about age and the passage of time through charting birthdays and hearing time signals. Their sense of place is not as well defined e.g. in outdoor play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Outdoors in the well equipped play area, children are set challenges such as balancing, crossing 'precarious bridges' and climbing log towers and turrets. On fast vehicles they learn control and safe use of space. They experience a healthy diet, good for teeth. They learn finger control using small objects and tools, cutting playdough 'spider pies' or sticking small windows on the 'snowy house' collages. Indoors they have exciting lessons on balancing on beams and throwing and catching balls.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children develop their imagination well when playing in the home corner. They cooperate to do the washing and ironing and give each other clear instructions to do the face painting. They enjoy learning the words of new carols for the nativity. They eagerly take part in art activities like painting, crayoning and drawing. They love reading and making up stories, but do not get enough hands-on experience to explore sounds of instruments indoors.

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

- increase the children's level of independence in dressing themselves
- extend the use of outdoor play to include opportunities for children to develop creative ideas and awareness of place
- increase the opportunities for children to use mathematical language and problem solving in play situations
- introduce practical musical experiences indoors.

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.