



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311502

DfES Number: 521698

INSPECTION DETAILS

Inspection Date 20/11/2002
Inspector Name Helen Shotton

SETTING DETAILS

Setting Name Bush Babies Private Day Nursery
Setting Address 5 Cross Church Street
Cleckheaton
West Yorkshire
BD19 3RP

REGISTERED PROVIDER DETAILS

Name Ms Bernadette Jackson

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
Bush Babies Private Day Nursery is located in the town centre of Cleckheaton. The nursery has been established for many years and under the current ownership since 1999. The building consists of a portacabin set in its own grounds and the children are accommodated in three rooms dependant on their age. To the rear of the nursery is a fully enclosed play area. The nursery can accommodate six children aged under two years and 18 children aged two to five years. The nursery currently operates Monday to Friday, between the hours of 7.30am and 6.00pm. There are five funded four year olds and four funded three year olds. There are no children attending with English as an additional language or Special Needs. The owner of the Nursery works in the setting and there is an officer in charge and three nursery nurses who are all qualified to level III standard. The setting has been working with the local Early Years Childcare Partnership and has received input in the form of teacher support. Most of the children attending are from the local community or have parents who work in the town centre.

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

How effective is the nursery education?

Children are making satisfactory progress towards the early learning goals. They are enthusiastic and confident. Development has taken place in communication, language and literacy which has had a positive impact on learning and children are making good progress. The quality of teaching is satisfactory, however staff are less confident in their knowledge of the early learning goals for mathematical and physical development and more challenge is needed for older and more able children to make progress. There are lost teaching opportunities to extend learning due to staffs questioning techniques not being fully developed. Children do respond well to adults and are encouraged to express themselves and work independently and as part of a group. The planning and assessment system has made some development and further progress in ongoing. Staff do not, however, consistently make full use of the information gained from achievement books to adapt the planned activities to provide sufficient challenge for more able children. There are currently no children attending with special educational needs or English as an additional language but an effective system in place to provide good support when necessary. Leadership and management is satisfactory. There are good opportunities for staff to access training. Management are aware of the settings strengths and weaknesses and are committed to continuing to develop to ensure the nursery education is more effective. The leadership and management need to develop their role in monitoring the effectiveness of the quality of staff interaction and ability to extend children's learning. The setting works very well with parents and good relationships have been developed. This has a positive impact on children's learning. There are a variety of ways that parents are kept informed and they are encouraged to participate in their children's learning by notice boards, newsletters and verbal daily exchanges.

What is being done well?

Parental partnerships are good and this has a positive impact on the children's learning. Children's confidence is promoted and opportunities are provided for them to express their feelings and ideas. They are displaying increasing use of imagination. Children's progress in learning to recognise letters and letter sounds is good and spoken language developing well.

What needs to be improved?

Appropriate support and challenge for older and more able children. Staffs assessment of where children are at in their learning, to inform future planning. Children's access to further opportunities to develop and practice physical skills and abilities. Children's opportunities to build on and extend their mathematical thinking and development.

What has improved since the last inspection?

The setting has made some progress since the last inspection but there are some weaknesses in teaching that still remain. Improvement is limited. Communication, language and literacy has made significant improvement. The assessment system has been developed and is continuing to do so to become more effective in future planning. Staff have attended training and now have some understanding of the Early Learning Goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Personal, social and emotional development is good overall. Children have a clear understanding of right and wrong and respond well to adults and their peers. Three and four year olds are confident and display increasing independence. Children are able to select resources for themselves and are able to share and show consideration for others. Children are able to express feelings and ideas and are eager and enthusiastic to take part in activities as a group or independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making good progress. Speaking and listening skills are promoted and children can express imaginative thinking well. Three and four year old children are able to recognise letters and letter sounds. Good progress is being made by the children in writing and recognising their names. Children understand that print carries meaning and can recall familiar stories and songs. Children use mark making resources confidently but would benefit from wider opportunities to practice this skill

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are making satisfactory progress in mathematical development. They can recognise numerals up to 10 and some children can count beyond. Children have a good understanding of shape and size. However, insufficient challenge for older and more able children means that they are not developing their skills in adding on and subtracting nor using measurement to support comparisons. Four year olds are not yet using mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The programme and children's development in this area is good overall. The children are making progress and a variety of experiences are planned relating to themselves, their families, homes and the world around them. Children learn about their own and other cultures. Children's curiosity and investigative skills are promoted, however more able children need more challenge when investigating, describing and recording findings.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Physical development is satisfactory, children can move around both in and out doors with control and confidence. Children show spatial awareness and are considerate of others when moving around. Fine manipulative skills are good and children use materials and objects with increasing skill. Children can move rhythmically to music and action rhymes. Insufficient challenge is given for older and more able children to support and develop balance, agility and climbing skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children's learning in creative development is good. The environment is designed so that children have access to the resources on offer. Children are encouraged to use their imagination and express ideas in a variety of ways. Children enjoy singing and making sounds and music. Practical activities ensure that children are given opportunities to develop their creative and sensory skills. More able children could further develop creative skills by accessing a wider range of resources and tools.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT

Review the programme for physical and mathematical development to ensure that opportunities are increased to support children's progress towards the Early Learning Goals. Ensure planning and monitoring identifies how children are making progress. Develop staffs questioning techniques to maximise planned and spontaneous opportunities to support and extend children's learning.