



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 205391

DfES Number: 510761

INSPECTION DETAILS

Inspection Date 13/05/2004
Inspector Name Rachel Wyatt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St John's Nursery Group
Setting Address Our Lady Queen of Peace Church Hall
 Bransford Road
 St Johns
 Worcester
 WR4 4EP

REGISTERED PROVIDER DETAILS

Name Mrs Sheila Margaret Jones

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

St. Johns Nursery Group provides Full Day Care for children from the local area and operates from a church hall situated on the outskirts of Worcester City. They have use of a large hall, reception area, kitchen and toilet facilities. There is a fully enclosed outdoor play area available for children's use.

There are currently 63 children from 2 years and 6 months to 5 years on roll. This includes 25 funded 3 year-olds and 16 funded 4 year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 15:15 and half day sessions are also available.

Nine part time and full time staff currently work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership and is regularly represented at local early years partnership meetings. The setting has successfully completed the Pre-school Learning Alliance's accreditation scheme.

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

How effective is the nursery education?

St John's Nursery Group provides very good nursery education. Children are making very good progress in all six areas of learning. They are sociable, numerate and talk about a range of feelings, activities and experiences. They are energetic, imaginative and creative.

Teaching is very good. Staff relate well to children, creating a secure, calm atmosphere. They extend children's thinking through effective questioning and through activities which encourage problem solving, whilst allowing for differing levels of understanding and skill. A good range of activities and topics are provided, and effective assessment procedures enable staff to identify and plan activities to promote different aspects of children's development or to meet individual needs. The provision for information technology is being developed. Toys and resources cater for differentiation and contribute positively to children's learning. Good support is given to children with special educational needs and with English as an additional language, although there are no formal procedures regarding the latter.

Leadership and management is very good. Managers and staff work well together, and they have a good understanding of their roles and responsibilities within the nursery. Effective use is made of appraisals, meetings with staff and the mentor teacher to assess and monitor the educational provision. Reviews of children's progress records and of plans have resulted in changes being made to topics, with the recent focus on mathematics and colours having a very positive impact on children's learning.

Partnership with parents is very good. The information they receive about the nursery, the Foundation Stage, early learning goals and their child's progress is helpful and often visual. They are encouraged to contribute to their child's initial play plan and to topics.

What is being done well?

- Children are making very good progress in mathematical development. They count and recognise numbers up to five and often to ten, and they enjoy stories and rhymes which encourage them to count or introduce them to simple calculations. A good range of resources and opportunities to make items such as matching games, helps them to compare and arrange items according to number, size, shape or colour.
- Children are very sociable and relate well to other children and adults. They are confident to talk about their experiences, work well in pairs and small groups, listen to each other and take turns. They are often caring towards others and help to tidy up.
- Staff work well together to create a relaxed, calm atmosphere for play and

learning. They know the children well, and set clear realistic learning targets for them.

- Good use is made of the nursery's assessment procedures, evaluation of plans, meetings, appraisals and informal exchanges to monitor the effectiveness of the education provision. This has resulted in changes to termly and short term plans, improvements to children's understanding of different concepts, and more opportunities for them to talk about aspects of their own lives.

What needs to be improved?

- opportunities for more able children to access physical play activities on wheeled toys
- the availability of written information about sources of support and advice for children with English as an additional language.

What has improved since the last inspection?

Very good progress has been made since the last inspection to address the two points for consideration raised. These related to providing opportunities for parents to contribute to their children's progress records, and creating a writing area for children.

Parents are encouraged to share information about their child from the outset. This includes details about their child's individual needs, place in the family, likes and dislikes recorded as part of their registration form. In addition, parents are asked to give their views about their child's skills when staff draw up their initial play plan. This helps staff to make an accurate assessment of each child's learning needs or targets. Thereafter informal exchanges between parents and staff, especially the child's key worker, are encouraged, and updated targets for children's learning are included in future planning.

The setting has created various opportunities for children to make marks and to write. During activities staff adapt opportunities for writing, according to each child's level of skill. This, and the provision of a good range of writing materials, gives children confidence to attempt writing in other contexts, such as in the role play area where writing materials are often provided. As a result children are developing good pencil control and form recognisable letters.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and to adults, who encourage them to mix, play and learn together. They are becoming independent in seeing to their self-care needs, in getting dressed for outside play and being responsible for their possessions. Children are settled, well behaved and caring towards others. They help younger children to take part and assist with tidying up. Children usually concentrate very well and persevere during activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, often using descriptive language when discussing what they are doing, past events and their preferences. A print-rich environment and opportunities to recognise their names promote their awareness of different letters and sounds. They enjoy looking at books and listen attentively to stories, often discussing key features. Children actively join in songs and action rhymes. They have good pencil control and are progressing well in writing in familiar contexts.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to five and some up to ten. They are adept at matching and sorting activities with special games or when playing with dough, which promote their understanding of number, patterns and sequencing. They enthusiastically take part in number rhymes or stories which help both their counting and introducing them to simple calculations. Children use mathematical language as they play and show a good understanding of different shapes and sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good recall and talk confidently about their own experiences, their families and significant events in their lives or the nursery. They enjoy finding out more about their own and other people's lives through celebrations, visitors and topics. They handle a variety of materials well, exploring natural and malleable materials. They make large and small models including games and toys, such as a lotto game and musical instruments, to use in the nursery.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and skill on climbing equipment, obstacle courses and when using the parachute and wheeled toys. However, the size of trikes and scoot-along toys does limit the challenge for more able children. Children are gaining a good understanding of healthy eating and they have opportunities to discuss the effects of exercise on their bodies. They have good hand-eye co-ordination, handle pencils, scissors and cutters well and manipulate and fix small pieces effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are responsive to different experiences and materials. They enjoy learning through their senses, talking about ideas, feelings, different sounds, tastes and textures. They know their colours well, and represent their ideas creatively through their drawings, paintings and collage. Children play imaginatively with small world figures and toys, dough, dressing up clothes and in the role play area.

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, but consideration should be given to improving the following points:
- the opportunities for children to use more challenging wheeled toys
- the availability of written information about sources of advice and support for children with English as an additional language.

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.