



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 205126**

**DfES Number: 522705**

### **INSPECTION DETAILS**

Inspection Date      16/07/2004  
Inspector Name      Rachel Wyatt

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Little Lodge Nursery  
Setting Address      Swinesherd  
                             Spetchley  
                             Worcester  
                             Worcs

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Jane 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

Little Lodge Nursery opened in 1989. It operates from specific nursery premises, which is an extended building attached to the proprietor's home. The nursery is situated on the southern outskirts of Worcester City and is open to children from all areas.

There are currently 72 children from 2 to 8 years on roll. This includes 30 funded 3 year-olds and 14 funded 4 year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and support is available for children with English as an additional language .

The nursery opens 5 days a week for 48 weeks per year. Sessions are from 08:00 until 17:30.

Seven part time and full time staff work with the children. Over 80% of the staff have early years qualifications to NVQ levels 2 and 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership, and representatives from the nursery attend local early years partnership and providers' forum meetings.

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

### How effective is the nursery education?

Little Lodge Nursery provides very good nursery education, and children are making very good progress in all areas of learning. They are confident, articulate, energetic, creative and inquisitive.

Teaching is very good. Staff know children well and are creative in how they extend and develop children's involvement in activities, their understanding of concepts, and give them responsibility. The setting is proactive about developing assessment and recording of children's progress, and in updating staff on new procedures. Plans are linked to areas of learning, but focus activity sheets are completed retrospectively as an evaluation, rather than also being used as a guide for practitioners. Effective procedures ensure appropriate support for children's special educational needs. Staff, parents and other agencies have worked well together to provide consistency and clear strategies to support children with challenging behaviour. This has had a positive impact on all children's behaviour and on staff skills. There are no formal procedures in place regarding provision for children with English as an additional language.

Leadership and management are very good. The manager and staff are an effective team with a good understanding of the differing roles in the nursery and the Foundation Stage. They monitor the effectiveness of the nursery's education provision by evaluating plans, assessing staff skills, and reviewing procedures as a result of new initiatives and training. They work closely with their early years' mentor teacher and other agencies to improve procedures and to plan further developments, for example, to the outdoor curriculum.

Partnership with parents is very good and based on regular exchanges about each child's activities, including opportunities to attend a parents' evening to formally discuss progress. Parents have access to helpful information about the early years' curriculum and are encouraged to share their own skills within the nursery.

### What is being done well?

- Children have a sound understanding of individual letter sounds and are confident at mark-making and forming recognisable letters and words. Staff ensure that children can work at their own pace and as a result many are making considerable progress in their handwriting and writing skills.
- Children have a secure understanding of number. They enjoy counting, recognising numbers and taking part in simple number problems during familiar situations and activities. They are adept at sequencing, creating simple patterns and matching and sorting games. A good range of resources enhances children's interest and enjoyment of Foundation Stage mathematics.

- A positive relationship with parents is based on good quality information about the setting's early years' provision, regular exchanges of information about children's activities and progress and various opportunities for parents to contribute to the life of the nursery and their child's learning.
- The manager and staff are proactive about reviewing aspects of the nursery's provision, and incorporating improvements which have had a positive impact on the effectiveness of behaviour management and assessment procedures in particular.

#### **What needs to be improved?**

- the availability of information about sources of advice and support for children with English as an additional language
- the use of activity focus sheets as a guide for staff in addition to being a form of evaluation.

#### **What has improved since the last inspection?**

At the last inspection there were no key issues, but the nursery was given two points for development. Very good progress has been made in addressing these.

The first point for development concerned clarifying learning objectives in curriculum planning to further support the high quality of teaching. Long term and short term curriculum plans and focus activity plans are all linked to areas of learning, or aspects of areas of learning. They also identify relevant activities and routines children will engage in and, in the case of focus activities, the purpose and learning objectives. Current improvements to assessment procedures introduced by the nursery will also closely link to the different curriculum areas highlighted in planning. Each child will have an individual learning plan highlighting personal targets in relation to the stepping stones for each area of learning. The nursery intends to use this information to inform future planning and to assist in monitoring both children's progress and the effectiveness of the setting's curriculum.

The second point for development related to the nursery seeking further advice about the suitability of gravel as an outside play surface, especially regarding the use of a gravel incline. This incline is now paved and, under supervision, it affords children good opportunities to develop their steering, scooting and peddling skills on wheeled toys. Adjacent flat areas with grass or bark surfaces are used for free movement, use of wheeled toys and for balancing and climbing activities, whilst the flat gravel surface at the end of the incline is well used for a variety of games.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to be helpful and take responsibility for individual tasks such as handing out drinks, collecting cups, assisting with simple tasks or fetching items for staff. These strategies have had a positive impact on children's behaviour. Children are developing a positive sense of community through learning in mixed age groups, finding out more about their own and others' lives, helping to raise money for charity and learning about good behaviour and effective relationships.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently recognise individual letters and letter sounds and have many opportunities to hear rhyming words and phrases. They enjoy mark-making and writing and form recognisable letters, words and, for some children, phrases. Children listen attentively to well told stories and often discuss the content, and they enthusiastically join in songs and rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use number as labels and for counting. They often count up to 10 and sometimes use bigger numbers during activities or routines. They are adept at finding the correct number of items to match a specific number, and are gaining accuracy in recognising number labels especially up to five. Children enjoy number rhymes and engage in simple problem solving, matching, sorting and sequencing activities. They use mathematical language in correct contexts, and recognise basic shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring different media during planting activities, modelling with dough or clay and finding out about the different properties of water and sand. They are confident to use the computer, and show an interest in the natural world and how things work. They like to talk about significant events, their families, their own feelings and preferences and their aspirations. They also talk about future events and have some understanding of the passage of time.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children handle tools and materials well. They have good pencil control and use paint brushes, spatulas and dough tools effectively. Their awareness of healthy eating and self-care is promoted through activities about food, their preferences and good dental care. Children are energetic and often adventurous. They move with increasing control over their bodies and are developing spatial awareness. They enjoy opportunities to climb, balance, develop their ball skills and use wheeled toys.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy music, they play instruments loudly, softly and rhythmically and are able to differentiate between different beats, sounds and rhythms. Children draw and paint expressively, often providing lots of detail. They enjoy opportunities to paint or draw features of their surroundings such as flowers in the garden. Children explore different materials and media, appreciating different textures and colours.

**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 key issues to report, but consideration should be given to improving the following:
- the use of focus activity sheets in addition to a form of evaluation, but also as a guide for staff to ensure that they understand the aims of the activity, and the expected learning outcomes for children taking part
- the availability of information regarding 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.*