



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 145824

DfES Number: 520276

INSPECTION DETAILS

Inspection Date	10/03/2003
Inspector Name	Sue Stuart

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Seesaw Nursery 2
Setting Address	1 Eastbourne Road Trowbridge Wiltshire BA14 7HW

REGISTERED PROVIDER DETAILS

Name	Mrs Catherine Bryant
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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

See Saw II Nursery runs from an end terraced house in Trowbridge. The premises provide play space in domestic sized rooms. The nursery is registered for 26 children from 0-5 years. Children transfer from the baby unit around the age of 18 months. Children can be collected from neighbouring schools at mid-day until attending full time at school.

The baby unit has its own play and sleep space on the first floor, while the older children have the use of 2 main playrooms downstairs. All the children have the use of the garden during the day.

The nursery is open from 8 am to 6 pm Monday to Friday all year except for one week at Christmas. Full and part time hours can be arranged.

The nursery receives Nursery Education Grant for three and four year olds. Currently there are thirteen 3 year olds and three 4 year olds in receipt of the funding, one of whom has English as an additional language and two whom have been identified as having special educational needs.

There are eight members of staff in addition to the owner, six of whom hold a childcare qualification. The nursery has a policy of encouraging and recording attendance at training events. The nursery are members of the Pre-school Learning Alliance and access training from the Early Years Partnership.

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

How effective is the nursery education?

See Saw 2 Nursery has a welcoming environment where children enjoy learning through a wide range of interesting activities and make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, physical development and creative development.

Teaching is generally good, however there were missed opportunities to provide appropriate challenges for three year olds. Staff's knowledge of the early learning goals enables them to plan an interesting and appropriate range of activities. Currently there are two children with special educational needs and one who has English as an additional language, effective systems are in place to provide good support.

All children are constantly encouraged to express their ideas and thoughts verbally. However, there is less challenge for them to develop their naming and sounding of letters and develop their understanding of addition and subtraction.

The planning and assessment of children's learning has been improved. The termly plans cover all six areas of learning and match the stepping stones. Children behave very well in response to the high expectations and positive support of staff. The pre-school has a good range of equipment to support learning. The organisation of furniture and resources in the three rooms allows the children to choose activities and move around freely.

Leadership and management are very good. Much of the success of the setting is due to strong leadership and a well-structured operational system. This ensures a shared understanding of good early years practice and a commitment to on going staff development. Staff work well as a team.

The partnership with parents and carers is very good. Parents are well informed about the curriculum and have many opportunities to be involved and share in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent and have caring relationships with each other and staff. Behaviour is good.
- Children speak well and fluently as a result of the staff's consistent interest and support. Children listen well and respond to stories and information well. Children look at books for interest and enjoyment.
- Staff make good use of children's experiences to help explore the natural world, learn about people and places and become familiar with their local

area.

- Staff work well as a team to provide an interesting range of activities, good role models and friendly learning environment.
- Strong leadership provides a shared ethos of good early years practice. The management structure ensures continual improvement through a sound staff development programme.

What needs to be improved?

- the teaching of activities to provide appropriate challenges and meet the development needs of both three and four year olds.

What has improved since the last inspection?

The pre-school has made very good improvement since the last inspection. The introduction of a new planning system relates clearly to the stepping stones. The programme for physical development is effective. New resources and equipment are used effectively to support the learning programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They become interested and involved in their play, which underpins their learning in many areas, for example making a fruit salad after listening to Handa's Surprise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication, language and literacy. Many children are confident speakers and talk easily with each other and with adults, for example during group 'show and tell time'. They develop their reading skills as they read from a wide range of books and see familiar words around the room. However, there were missed opportunities to link sounds and letters. Most children recognise their names. Children make marks and practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Many children count to ten and some recognise numerals to nine. They learn about shape and size through practical activities such as making Lego models of correct proportions. More able children are not challenged to extend their understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children learn about the natural world and features of their environment, visiting the local park and caring for pet guinea pigs. They frequently talk about past and present events in their own lives and about the lives of others during topic work 'around the world'. Younger children were not always appropriately challenged during topic work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. They learn how to move with control and co-ordination during P.E. sessions and on the outdoor equipment. They have a wide range of equipment to develop their skills and handle a variety of tools and materials, for instance arranging dolls house furniture and constructing Lego models.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. They express their ideas through a good range of activities such as role-play in a Chinese restaurant, making a desert in the sand for camels, and exploring the light sensory display table.	
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

- teaching of activities to provide appropriate challenges and meet the developmental needs of both three and four year old children.

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.