



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 250120

DfES Number:

INSPECTION DETAILS

Inspection Date 22/03/2005
Inspector Name Valerie Jean Edward

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Wood 'n' Tots
Setting Address NCH - Smiths Wood Family Partnership Centre
Wheatfield Close
Birmingham
West Midlands
B36 0QP

REGISTERED PROVIDER DETAILS

Name NCH 215301

ORGANISATION DETAILS

Name NCH
Address 85 Highbury Park
London
N5 1UD

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

Wood 'n' Tots Nursery opened in 2004. It operates from Smiths Wood Family Partnership Centre, situated in Smiths Wood, Solihull. The Centre was set up as a joint venture between the NCH, the Primary Care Trust (PCT) and the local authority. The nursery operates mainly from one room but other rooms in the building are available for their use. The centre has its own kitchen and there are children's toilets adjoining the main play room. The children have use of a secure outdoor play area. The nursery serves the local and surrounding areas. Crèches are sometimes set up to care for children whilst their parents attend groups taking place in the centre.

There are currently 34 children on roll. This includes 12 funded three-year-olds and two funded four-year-olds. There are no children presently attending who have special educational needs or whose first language is not English.

The full day care provision opens five days a week all year round except for bank holidays. Sessions are from 07.30 hours to 18.00 hours, playgroup sessions operate from 09.30 hours until 12.00hours, term time only.

Seven members of staff work with the children, six of whom have an early years qualification to NVQ levels 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Wood 'n' Tots Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Staff work well together and have a generally good knowledge of the foundation stage and the stepping stones. Children are progressing very well in most areas of learning.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. A variety of activities and resources are provided that support their learning and staff skilfully develop children's language by maintaining a dialogue with them and asking questions. Children are making generally good progress in the area of mathematics as they willingly attempt to count and show an interest in shape and space. The potential for children to recognise numerals is not sufficiently exploited through the use of resources, such as providing number labels for children to use.

Staff assess children's learning against the stepping stones and early learning goals to enable them to plan what children need to learn. However, the planning needs to clearly show how activities can be adapted for children who learn at different rates or who have particular needs.

Leadership and Management are generally good. Staff are clear about their roles and responsibilities and work well together to ensure the setting runs smoothly. However, there are weaknesses in the management of teaching in the areas of mathematics and written planning. Through regular meetings and discussions steps are taken to identify the setting's strengths and weaknesses and staff are committed to improvement of the care and education for the children.

Partnership with parents is very good. They are kept well informed about the provision and their children's progress. Staff are friendly and approachable and provide a warm and welcoming environment.

What is being done well?

- Staff have an easy rapport with the children and have developed warm relationships with them to develop their self-esteem and confidence. Their calm and polite manner enables them to be good role models for the children.
- Children benefit from having easy access to an outdoor environment, where they can take part in a range of physical activities and develop a wider understanding of the natural world.
- Parents are welcomed into the provision. Staff are available when parents wish to talk about their children and they are kept well informed about the activities and forthcoming events.

What needs to be improved?

- opportunities for children to recognise numerals
- planning so that it clearly shows how activities can be adapted for children who learn at different rates or who have particular needs.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children are interested, excited and motivated to learn as they ask questions and suggest ideas. They are forming relationships with the staff and each other. Children are taught to share and take turns and are beginning to understand right and wrong. They are well behaved. Children are developing personal independence as they choose activities and select resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk and are keen to communicate with staff. They listen and respond with enjoyment to stories, songs and rhymes. They show an interest in books as they frequently visit the book area and ask staff to read them stories. Children are beginning to 'write', younger children making marks, older children forming letters and beginning to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count reliably and say and use number names in familiar contexts, but have limited opportunity to recognise numerals 1 to 9. Children are developing an understanding of addition and subtraction through rhymes, practical activities and discussion. They are using mathematical language to describe size, position and quantity as they use different size containers whilst playing in the sand. Children are beginning to recognise and name different shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials, find out about features of living things for example understanding that the cress seeds they have planted need water to make them grow. They look at similarities, differences and change. They are developing a sense of time and past and present events. They talk about their families and other people they know. They are beginning to understand the use of everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively as they move between activities, pedal bikes and cars and take part in role-play. Children benefit from a secure outside play area where there are opportunities for them to run around, climb and balance. Children are recognising the importance of staying healthy through healthy eating, discussion and topics. They handle tools, objects and materials safely and with control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture and shape in two and three dimensions. They sing simple songs from memory and express themselves through musical instruments. They use their imagination in art and design, story time, small world toys, role-play and construction. They express and communicate ideas, thoughts and feelings by using a range of materials, tools, imaginative play, songs and musical instruments.

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

- Key Issues:
- Provide opportunities for children to recognise numerals.
- Improve planning so that it clearly shows how activities can be adapted for children who learn at different rates or who have particular needs.

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.