



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 317379

DfES Number: 510665

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Lorraine, Susan Fay

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Inglewood Nursery
Setting Address	Ivegill School Ivegill Carlisle Cumbria CA4 0PA

REGISTERED PROVIDER DETAILS

Name	The Committee of Inglewood Nursery Trust 1016534
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ORGANISATION DETAILS

Name	Inglewood Nursery Trust
Address	Ivegill C E School Ivegill Carlisle Cumbria CA4 0PA

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

Inglewood Nursery opened in 1991. It is a committee-run facility operating from a self-contained room in Ivegill Primary School in the village of Ivegill. There is an enclosed area exclusively available to the children of the nursery for outside play. Inglewood Nursery serves Ivegill, surrounding villages and rural area.

There are currently 18 children from 2 to 4 years on roll. This includes 10 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. There are currently no children attending with identified special needs or who speak English as an additional language.

The group opens 5 days a week during school term time. Sessions are from 09:00 until 15:30.

Three staff work with the children throughout the day. All staff have early years qualifications. Two members of staff are qualified to NVQ level 3 and one full time member is a Nursery Teacher.

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

How effective is the nursery education?

Inglewood Nursery provides very good quality education overall which enables children to make very good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is very good. Staff demonstrate a sound understanding of the Early Learning Goals and the stepping stones. They ensure a warm and welcoming environment in which children are happy, secure and eager to enter. Staff use the 'High Scope' approach to teaching. This allows children to actively take part in the planning and selection of their own activities and resources. Staff ensure that resources are interesting and challenging for all funded three and four-year-olds. Staff are excellent role models and are presented as very good child care practitioners.

Leadership and management is very good. The manager leads and supports the staff team with enthusiasm. Staff support is assured via induction, appraisal and an ongoing training programme. A rigorous system is in place which is used to evaluate the education programme. This system includes input from parents/carers who are represented on the Management Committee. The manager uses the outcome of this procedure to plan for the future in order to meet the ongoing educational needs of three and four-year-olds.

Partnerships with parents and carers is very good. They are provided with detailed information about the Early Learning Goals and the nursery curriculum. They take a part in the assessment process and make valuable contribution via their own child's 'Development Book'. This ensures that parents and carers are kept up to date in relation to their child's progress and are actively involved in children's learning. Parents and carers are made to feel extremely welcome within the setting and build a positive rapport with staff.

What is being done well?

- Staff use time and resources very well in order that children are able to explore a wide range of interesting and challenging activities. As a result children are interested, highly motivated to learn and eager to enter the setting. Children take an active part in the planning and selecting of their own activities via the 'High Scope' approach. This system promotes and develops children's self esteem.
- Children are encouraged to listen and talk throughout the session with both their peers and adults. As a result children learn to be excellent communicators. Children talk in a group during circle time. They talk about the weather and the activities set out. Children carry out interesting conversations using expressive language. One child describes the water coming out of the drain as 'disgusting', whilst another tells the Inspector how

the Police used boats to rescue people during the areas recent floods.

- Children are extremely confident counters. They count to ten and beyond when moving along the number string. Children count the number of spots on the ladybirds and the number of children present during registration.
- Children access a wide range of imaginative and creative experiences and activities. They make a bird table using boxes and cartons and collage pictures using feathers and wool. They feel the texture of the sand and soap and are delighted to watch blue and yellow when mixed turn to green. Children access an excellent range of dressing up clothes and laugh out loud as they dance to the music during their Christmas party.
- Staff are very good role models who have high expectations of children. As a result children are polite, considerate and exceptionally well behaved. Children use their manners and refer to each other by name. They learn to be kind to each other, one child tells another that he thinks his dough model is 'very nice'. Another thanks his friend for helping him to work the camera.

What needs to be improved?

- the use of snack time to further promote children's independence

What has improved since the last inspection?

At the last inspection this setting agreed to consider ways of introducing more number concepts, retain examples of children's written work in folders to show progression and support formal assessment and to organise ways for parents to see assessments and development plans on a more formal basis. The setting also agreed to consider ways of parents and carers adding their verbal comments on their observations of their children's learning at home to present assessments.

Number concepts are now totally integrated as a part of the children's daily routines for example children count the number of children present, the number of cups required at snack time and sing number songs during daily singing. As a result children are very aware of number and are making very good progress in this area of learning.

Staff keep examples of children's art work and educational achievements in children's individual folders. This assists staff when tracking children's progress and development through the stepping stones towards the Early Learning Goals. Parents and carers have access to their child's folder, work is clearly linked to the clusters. Staff set aside times at the beginning and the end of each session should parents and carers wish to view assessments, observations and samples of work. Parents and carers contribute to the process via the 'Development Book'. This book appertaining to their own child is taken home on a regular basis, parents and carers are invited to make comments against the six areas of learning. As a result parents and carers are kept fully informed of their child's progress and take an active part in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and highly motivated to learn. They are given choices and are able to plan and self select resources using the 'High Scope' approach. As a result children develop independence in most areas and feel valued and respected. Children are extremely well behaved within the setting. They learn to be polite and considerate and build sound relationships with both adults and peers. They confidently choose to sit next to friends at snack time and work extremely well in groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are excellent communicators. They are encouraged to listen and talk to each other and staff throughout their time in nursery. Children listen attentively to the teacher as she calls out the register and are delighted to tell their peers during circle time the activities they have taken part in that session. Children access a wide range of books. They thoroughly enjoy story time and follow the sequence of stories very well. Children are excited as they take part in World Book Day.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters. They count to ten and beyond with some children being able to count from ten backwards. They use addition and subtraction during everyday activities. They calculate the number of cups required at snack time and the number of boys and girls present during the session. Children learn to record number. They record the number of brothers or sisters they have on their family information sheet.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things. They take great delight in bird watching and recording the different bird species they observe. They follow the life cycle of the butterfly and design and make cocoons. Children are extremely skilful when using the computer. They move and control the mouse and the keyboard very well when investigating the new computer programme. Children take great delight in celebrating other cultures. They eat Chinese food when celebrating the Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and with great control over their bodies. They move in and out of the large climbing frame with ease. They develop very good hand eye co-ordination. Children thread wooden beads onto a lace and weave ribbon in and out when making Easter baskets. Children learn about healthy eating and healthy living. They enjoy a variety of healthy options at snack time and learn to keep safe when playing out in the sun.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide variety of colour and texture. Children make patterns in the 'soapy sand' and describe the feel of feathers as 'fluffy' when collage making. Children enjoy and learn a wide repertoire of songs and are encouraged to develop fantastic imaginations. Children pretend to be photographers. They operate the camera well when taking shots of the cottage role play area. Children learn to be imaginative when using props. They pretend the large cardboard box is a car.

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 to report, however consideration should be given to the following:
- Ensure that opportunities to further promote and develop children's independence are not missed for example, children pouring their own drinks at snack/lunch time and helping themselves to food during these times.

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.