



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 307134

DfES Number:

INSPECTION DETAILS

Inspection Date 29/09/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Elm Cottage Nursery, Orrishmere
Setting Address Orrishmere Primary School
Worcester Road
Cheadle Hulme
Cheadle
SK8 5NW

REGISTERED PROVIDER DETAILS

Name Mrs Yvonne Thomas

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

Elm Cottage Day Nursery at Orrishmere was opened in 1999. It operates from an adapted mobile classroom in the grounds of a local school. Children come from a wide area around Cheadle Hulme. It is open from 08.00 to 18.00 daily Monday to Friday each week, except for Bank Holidays. It is registered to care for a maximum of 29 children at any one time. Currently there are 49 children on roll between the ages of 3 months and four years of age who attend at a variety of times. There are 11 funded three year olds but no funded four year olds. No children have been identified as having special educational needs and none have English as an additional language.

A team of 10 staff care for and work with the children. Six staff have Early Years qualifications. Those who do not are currently training to gain a recognised early years qualification. The setting receives support and training from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

The provision for nursery education at Elm Cottage at Orrishmere is very good. It enables children to make very good progress towards the Early Learning Goals in all areas of learning.

The quality of teaching is very good. Staff plan a wide range of stimulating activities for children around a theme. They develop children's language well by speaking clearly and listening carefully to what they have to say. Staff frequently challenge the children to do even better, e.g. 'You counted five objects, can you count more?'. Resources are of good quality and used well to increase children's independence.

There are very thorough assessment procedures. Good records on each child are maintained. Information from assessment activities is used when planning future activities. The staff know which children to support and which to challenge. Parents are informed of their child's progress in writing after every topic. Photographs are used very well to record what children have been learning.

The leadership and management of the nursery are very good. Staff work very well as a team. Their work is monitored closely by the management and this information is used to inform the bi-annual review process. They have extensive opportunities to go on courses to up-date their knowledge of the age group and occasionally work in other nurseries in the group to share good ideas.

The partnership with parents and carers is very good. Parents are delighted with the nursery. They like the caring attitude of the staff and the relatively small numbers in the room. They complete a comprehensive booklet about their child when they first join. They receive extensive information about what their child has learned from each topic.

What is being done well?

- Relationships between staff, children and parents are very good. They help build children's confidence.
- Staff widen children's experiences and broaden their language through a high quality programme of activities.
- Children learn to handle and enjoy books because they hear stories frequently and work individually with a staff member daily.
- Staff challenge children's understanding well.
- Children's learning is assessed very thoroughly and parents are kept fully informed of their progress.
- Music sessions are well led by the visiting teacher and help children learn

new songs, explore rhythm and tempo and experience playing a good range of instruments.

What needs to be improved?

- staff involvement with children's imaginative play in the outside area.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children part from their parents and carers easily in the morning because staff greet them warmly, are sensitive to their needs and the rooms are bright and welcoming. They learn to be independent and to keep having a go' at difficult tasks, like the balance game on the computer. Children behave very well. A good range of activities is laid out and they choose from them freely as their interest takes them, They know how to take care of themselves, for instance, washing before and after lunch.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very keen to communicate their ideas and most will wait their turn to speak. At story time they listen very carefully and join in with parts they recall. Early reading skills are promoted well. Children share a book daily with a teacher and often take a book home. Children play imaginatively in the house using good language when going shopping. They are starting to recognise their name at lunch time from the first letter and some can match it with the name on their cup.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good awareness of the sequence of numbers to five and beyond because they are asked to count in a variety of situations. They lay the table matching the number of name cards to the chairs. Bears in three sizes and colours are used well to help children understand the language of size and to sort objects into groups. Children know the names of the simple flat shapes because staff make good use of shaped carpets for them to sit on during group times.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's interest in the world around them is stimulated by a very good range of topics which involve visits out and lively activities in the room. They have examined the difference between types of fruit and observed insects and seeds through a magnifying glass. Children make models from construction kits and used glue to join their puppets with a good degree of accuracy. They know a little about other cultures through using musical instruments from overseas and celebrating Diwali.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children ride tricycles and push pushchairs whilst outside showing satisfactory control. They move well, walking, running and climbing the ladder of the slide with growing confidence. Children know how to stop and when! They handle small tools very well. They use scissors, scoops, pencils and play dough cutters sensibly and with improving accuracy. Musical instruments are played correctly, with care, and often with great enthusiasm.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Music and singing sessions are well led and children join in enthusiastically with the words and actions. Many follow the rhythm of the song whilst playing their instrument. Children play imaginatively in the house area and like to dress up as 'mum' or 'baby' depending on their role in the game. Children draw freely and learn to apply paint in different ways. They select from a good range of paper collage material to get the effect they want on their 'suns' and 'jellyfish'.

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, but consideration should be given to improving the following:
- encourage staff to join in more with children's imaginative play in the outside area.

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.