



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218410

DfES Number: 584737

INSPECTION DETAILS

Inspection Date 24/06/2004
Inspector Name Diane Trout

SETTING DETAILS

Day Care Type Full Day Care
Setting Name BURTON COLLEGE NURSERY
Setting Address BURTON COLLEGE
LICHFIELD STREET
BURTON ON TRENT
STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name BURTON UPON TRENT COLLEGE NURSERY

ORGANISATION DETAILS

Name BURTON UPON TRENT COLLEGE NURSERY
Address Lichfield Street
Burton-on-Trent
Staffordshire
DE14 3RL

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

Burton upon Trent College Day Nursery opened in 1997. It operates from a self-contained unit within the main college campus. There are three playrooms, toilet and kitchen facilities. There is a fully enclosed outdoor play area. The nursery serves college staff and students.

There are currently 77 children on roll. This includes 21 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The group supports children who have special needs and who speak English as an additional language.

The group opens five days a week during college term times. Sessions are from 08:30 until 17:00.

There are six full time and four part time staff who work with the children. All staff have early years qualifications to level 3. There are four members of staff currently working towards early years degrees. The setting receives support from a teacher/mentor 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?

Burton College Nursery offers high quality provision overall which helps children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good, secure knowledge and understanding of the Foundation Stage. A wide variety of exciting, imaginative and challenging practical activities are planned in and out of doors. Staff use every opportunity for children to learn, ensuring the timetable is flexible to build on unplanned events and child initiated activities. Resources are of good quality and are well organised to encourage children to become increasingly independent. Children with special educational needs are well supported and their differing needs met. Staff skilfully question and challenge children to make them think, develop their imagination, solve problems and make decisions. The quality of interactions significantly enhances the children's development.

Staff keep records of children's progress through on-going assessment and observation. A detailed and well planned curriculum which builds on what children can do, is written after consultation with all staff.

The leadership and management of the nursery is very good. Staff are clear about their roles and responsibilities and work very well together as a team. A system is in place to monitor the quality of teaching, evaluate the strengths and weaknesses of the nursery and identify any training needs. An action plan to address any weaknesses and training needs is implemented.

Partnership with parents is very good. Parents are listened to and kept fully informed about the nursery and their children's progress. Opportunities to access records and talk to staff are readily available. Parents are provided with information and workshops to involve them in the nursery plans and reinforce children's learning.

What is being done well?

- Children communicate well with each other and adults and they build warm, trusting relationships with staff. Children respond well to the staff's high expectations and behave well.
- A wide range of stimulating and exciting activities build on children's interests and develop their imagination and skills. Children's individual and differing needs are well supported.
- Staff set challenges for all children that makes them think, solve problems and make decisions and become increasingly independent.
- Children have good listening and speaking skills. Staff value what children say and do; effectively model and reinforce language and promote enjoyment of stories, songs and books.

- Children are confident to explore and investigate, share experiences and be challenged.
- Staff work very well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and extend children's learning and development.

What needs to be improved?

- the system to identify staff training needs.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection through training and the provision of additional space and resources.

The nursery was asked to further develop the planning system. The system now clearly links long, medium and short term plans to the stepping stones towards the early learning goals. The short term plans identify the learning intention, activity, resources and adult role. These are evaluated and individual achievements noted and plans for the next steps.

The assessment and record keeping system has been developed to include daily observations. Regular team meetings ensure that curriculum plans are informed by children's progress. Parent/nursery books provide a link to inform parents of activities and to build on what children can do.

The mathematical programme has been developed to ensure that children are more aware of numbers and begin to solve problems through practical activities.

The programme for physical development has been improved to ensure learning intentions cover in and out of doors. The increase in size of the nursery means that there are more opportunities to develop physical skills. All areas of the curriculum have been extended into the outdoor area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, confident and eager to learn. They are proud of their achievements. Children build warm, trusting relationships with staff. They demonstrate care and consideration by taking turns, listening to each other and play co-operatively. They select work for themselves with increasing independence and take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy handling books and listening to stories. They interact well with each other and adults using an increasing vocabulary and negotiating skills. Children are confident when singing familiar songs and rhymes. They are learning to recognise letters and their sounds in familiar words displayed throughout the nursery. Children experiment and practise making marks and develop their writing skills in a variety of activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with number rhymes and exploring in practical ways the concepts of addition and subtraction. They understand numbers up to ten. Children are developing an understanding of weight, capacity, shape and size through a wide range of practical activities. They use mathematical vocabulary correctly in their play. Children create simple patterns using a variety of resources. They are developing their mathematical skills and language during everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate their surroundings, living and growing creatures and plants. They use a range of materials to learn about changes such as when cooking. Children are beginning to learn about their own and other cultures and beliefs. They develop their construction and design skills using a variety of resources. Children are becoming confident when discussing past, present and future events. They use computers and programmable equipment with increasing skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use the outdoor and indoor space and resources to develop and practise co-ordination and skills to move confidently in a variety of ways. They are skilful when manoeuvring wheeled toys around objects. Children handle a wide range of small tools, equipment and malleable materials with increasing control and an understanding of safety. Children are developing an awareness of food and the environment on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are becoming confident when using creative materials. They use a variety of media and techniques to draw, paint and construct in two and three dimensions. They explore colour, shape, texture and music. Children use instruments to create their own sounds, patterns and music. They use role play areas with imagination and express their feelings and ideas through dramatic play and dance.

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:
- the opportunity for staff to access appropriate ongoing training following regular staff appraisals.

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.