



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 208193

DfES Number: 585028

INSPECTION DETAILS

Inspection Date 16/02/2004
Inspector Name Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Earlyworld Nursery
Setting Address Earlyworld Nursery
 Hadley Park
 Telford
 Shropshire
 TF1 6AF

REGISTERED PROVIDER DETAILS

Name Mr Paul Edwards

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

Earlyworld Nursery Hadley Park opened in 1998. It operates from two-storey purpose build premises in Hadley Park, which is a suburb of Telford. The nursery serves the local and wider community.

There are currently 167 children from three months to five years on roll. This includes 41 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. The setting can support children with special needs, and who speak English as an additional language. The group opens five days a week all year round. Sessions are from 08.00 until 18.15.

Thirty-five part time and full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Five staff are currently working towards a recognised early years qualification. The setting receives support from a 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?

The nursery education is generally good and three and four-year-old children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the stepping stones and early learning goals. Assessment is used effectively, but the written assessment for three year olds needs to be developed. Planning is organised well, individual needs are recognised, but planning for children with English as an additional language is limited. The planning framework for supporting children with special educational needs is good. All children behave well in response to sensitive support from staff. A wide range of resources and activities support children in all six areas of learning in both planned and spontaneous activities, which encourage children to become independent learners who are able to negotiate with each other and respond to challenge.

The leadership and management of the setting is very good. Effective team work between the management and staff ensures good communication and contributes to the smooth running of the setting and children's learning. Staff are encouraged to continue further training. All staff contribute to curriculum planning and take responsibility for the assessment of the children's progress which is clear and detailed, except for three year olds assessment and planning for children who have English as an additional language. Management regularly reviews policies and monitors the effectiveness of the nursery education.

Partnership with parents is generally good. Staff work hard to ensure parents are kept well informed about their child's progress. Parents are made to feel welcome and staff take time to speak to parents and work closely with families. Information provided for parents is useful, however there are few details relating to the foundation stage stepping stones for parents to read. Parents comments are valued and acted upon.

What is being done well?

- Activities provided by the staff are purposeful and well planned enabling three and four year old children to be independent, confident and to concentrate well. Children are motivated to learn.
- Language and literacy are effectively organised which results in most four-year-old children being independent learners who are able to communicate well and express their ideas creatively.
- Children have many opportunities to use mathematical concepts and ideas in planned and spontaneous activities.
- Children are developing a good awareness of a healthy life style and diet and enjoy exercise.

What needs to be improved?

- written assessment records of three-year-olds development and progression within the stepping stones
- planning for support of children who have English as an additional language
- information for parents about the foundation stage stepping stones and early learning goals.

What has improved since the last inspection?

The setting was asked to provide staff with further training in the foundation stage and early learning goals. Also to plan more opportunities for children, especially for four year olds, to develop an understanding of mathematical concepts and begin to use mathematical ideas to solve problems. The setting was asked to provide children with more opportunities to recognise the importance of keeping healthy and recognise the change in their bodies when they are active. They were also asked to provide parents with information about the foundation stage and early learning goals.

Generally good progress has been made towards these improvements with good progress in some aspects. The staff demonstrate they have sound knowledge of the foundation stage, stepping stones and early learning goals. Children are provided with many opportunities to learn and use mathematical concepts in planned and spontaneous activities. Older children are beginning to use mathematical ideas to solve simple practical problems, for example counting how many boys and girls there are and then adding the numbers together. Good progress has been made in developing children's understanding of keeping healthy. Progress has also been made in providing information about the foundation stage, however parents are not provided with written information about the stepping stones and early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are developing confidence and self esteem and older children are becoming independent learners and can concentrate very well for appropriate periods of time. Three year olds are progressing towards independence, for example, willing to tackle problems and challenges. All children work well in small and large groups. Most children can put their coats on independently. Older children show care towards each other and all children behave very well. They are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories, show enthusiasm for books and have favourite stories and songs. Three and four year olds are able to communicate confidently and use a vocabulary that reflects their experience. They enjoy singing familiar rhymes, ask simple questions and older children initiate conversation to gain attention. Children are able to recognise their own names. Most children make marks well and older children are using writing as a means of recording and communication.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about numbers through a range of planned and spontaneous activities. All children are able to count up to ten in everyday contexts, for example counting how many boys and girls are in their group. Older children show interest in number problems and all children know their shapes well. Older children are able to construct three dimensional objects very well. Children confidently use counting in their imaginative play and three year olds instigate counting during activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children explore the world and get to know people in the community who help them. They observe the weather and comment on it, they can care for plants and know how they grow, for example they knew when the plants need watering. They care for animals and look how animals live. Three and four year olds have a good sense of the past and show interest in the lives of people they know. They use construction kits well and older children are able to complete simple programmes on the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing a good awareness of a healthy life style and diet, they enjoy exercise and know the importance of it. All children move with pleasure and confidence and have good spatial awareness. Most children can negotiate, balance and move in different ways and directions within a comprehensive physical development programme both in and out of doors. All children use a wide range of tools skilfully and older children can work with friends to construct and build.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing and moving to music in large groups. They sing familiar songs and make up their own words. Older children are able to express themselves imaginatively, for example acting out the 'Three Little Pigs' story. All children use a wide range of creative materials very well and older children use paint creatively to express their ideas. All children talk imaginatively about their experiences and ideas and are able to represent these through their art work and role-play.

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

- Develop written assessment records of three year olds to identify the foundation stage stepping stones.
- Improve planning for the support of children who have English as an additional language.
- Expand information for parents on the foundation stage stepping stones and early learning goals.

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.