



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 258949**

**DfES Number: 533860**

### **INSPECTION DETAILS**

Inspection Date      29/11/2004  
Inspector Name      Ann Winifred Harrison

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Hideaway Day Nursery  
Setting Address      25a Station Street  
                                 Walsall  
                                 West Midlands  
                                 WS2 9JZ

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Judith Karen Jenkins

## 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

Hideaway Day Nursery opened in 2001. It operates from a self contained building close to the centre of Walsall. A maximum of 84 children may attend the nursery at any one time. The nursery is open Monday to Friday from 7:30 to 18:30 all year round. All children share access to a secure outdoor play area.

There are currently 98 children aged from 0 to under 8 years on roll. Of these 14 receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports a number of children with special needs and also supports a number of children who speak English as an additional language.

The nursery employs 20 full time and part time staff. Thirteen of the staff, including the manager hold appropriate early years qualifications. Seven staff are working towards a qualification.

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

### How effective is the nursery education?

The provision of nursery education at Hideaway Day Nursery has significant weaknesses.

There are significant weaknesses in the quality of teaching. Staff have limited knowledge of the foundation stage. Consequently they are not always clear of learning intentions and therefore they are not able to plan resources and execute activities effectively. Opportunities for children to self select, initiate their own activities and write in everyday situations are limited. Staff build good relationships with children, they develop children's self esteem by praise and encouragement. Staff manage children's behaviour well. Opportunities for children to develop some mathematical skills, design and making skills and some physical skills are limited. Children's developmental progress is recorded and is used to inform future plans. The group are currently supporting a number of children who speak English as a second language, but plans are not used to show inclusion of these children.

There are significant weaknesses in the leadership and management of the pre-school. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. The management encourage staff to access regular training. However there are no systems in place to monitor the quality of the educational provision or to evaluate staff's practice in delivering the curriculum. The manager is working with the Early Years Development Partnership to improve practice.

The partnership with parents and carers is very good. Parents are kept informed about the activities and routines, good information is available regarding the foundation stage. Parents talk to staff on a regular basis and are kept informed of their child's progress. Parents are encouraged to become involved in their child's learning through regular consultation.

### What is being done well?

- Staff are friendly and approachable and relate well to the children ensuring they are happy and settled. Children are forming good relationships with adults and peers. Children talk confidently about themselves and their own experiences.
- Staff have high expectations of children's behaviour, they set clear boundaries and children behave well.
- Staff provide a variety of experiences for children to learn about the environment they live in and the natural world, taking children on regular outings and visits.
- Staff work closely with parents and keep them well informed of their child's progress, completing assessments on children which are shared with

parents. Parents are encouraged to share what they know about their child and take home a 'week end' book to share experiences with their child.

#### **What needs to be improved?**

- the systems to monitor the quality of the setting and the educational provision, and staff's practice in delivering the curriculum
- staffs knowledge of the Foundation Stage and the stepping stones
- staffs awareness of learning intentions behind activities to enable them to plan and organise space and resources and execute activities effectively
- the opportunities for children to self select and initiate their own activities
- the opportunities for more able children to further develop their independence skills
- the opportunities for children to use books for enjoyment
- the opportunities for children to self select writing materials and opportunities to write in everyday situations
- the opportunities to develop simple calculation skills in everyday activities and for children to count beyond 10
- the opportunities for children to recognise numerals and to develop mathematical ideas to solve practical problems
- the opportunities for designing and making things and joining and assembling with different materials
- the opportunities for planned large muscle movements and the use of large equipment, including climbing, balancing to challenge more able children, and for children to show an awareness of space, of themselves and others
- the planning for inclusion of all children who speak English as an additional language.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their main carer readily and enjoy their time at nursery. They are forming good relationships with adults and peers. Children are interested and motivated to learn, they are able to take turns and share fairly. There are limited opportunities for more able children to develop their independence. Children's behaviour is good, they listen to instructions and respond well. Opportunities for children to self select activities and initiate their own play are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children interact well, they are able to initiate and continue conversations with others. Children listen to stories and sing their favourite songs and rhymes. Children use speech to explore real and imagined experiences. There are insufficient opportunities for children to use books for enjoyment. Children are beginning to write their own name, however there are limited opportunities for children to self select writing materials or use writing in everyday situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count reliably up to 10, however opportunities for more able children to count beyond are limited. Children understand shape and size through practical activities, naming shapes of biscuits and discussing size of animals. Children develop simple calculation skills in everyday situations. Few opportunities are provided to encourage children to recognise numbers or to develop mathematical ideas to solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are knowledgeable and interested in their environment and the natural world. They have visited the airport and zoo. They are gaining skills using different tools and equipment and are confident in the use of information and communication technology. There are few opportunities to develop design and making skills and joining and assembling with different materials. Children talk readily about the past and present events in their lives and they are learning about other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children handle a range of tools and small equipment with increasing skill. They use scissors and construction toys well. There are limited opportunities for children to take part in planned physical activities to develop large muscle movements or use large equipment. Few planned activities encourage children to show an awareness of space. Children are learning about the importance of staying healthy and that changes happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore texture through use of a range of materials including sand, dough and water. They are learning about colour and shape through a variety of directed activities, although there are few opportunities for them to initiate their own creative activities. Children enjoy music and use musical instruments on a regular basis. They are provided with opportunities to use their imagination in role play and to explore sensory experiences.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staffs understanding of the Foundation Stage and early learning goals. Raise staffs awareness of learning intentions behind activities to enable them to plan and organise space and resources and execute activities effectively
- improve systems to monitor the quality of the educational provision and staff's delivery of the curriculum
- address significant gaps in the educational provision
- improve plans and activities to ensure inclusion of all children.

*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.*