



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY221824

DfES Number: 544745

INSPECTION DETAILS

Inspection Date 11/01/2005
Inspector Name Karen Ann Byfleet

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Shaping Futures
Setting Address Mansfield I Centre, Hamilton Way
Mansfield
Nottinghamshire
NG18 5BR

REGISTERED PROVIDER DETAILS

Name Shaping Futures Ltd 04330556

ORGANISATION DETAILS

Name Shaping Futures Ltd
Address Mansfield I Centre, Hamilton Way
Mansfield
Nottinghamshire
NG18 5BR

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

Shaping Futures Day Nursery opened in spring 2002. It operates from the Mansfield I Centre at Oakham business park in Mansfield. The nursery is a purpose built unit on one level; and serves the local and surrounding areas. It has access to four group rooms, toilets, cloakroom, changing area, a toilet for the disabled, kitchen and an office. There are two outdoor play areas; one which is specific for the pre-school group.

There are currently 83 children from 6 weeks to under 8 years on roll. This includes 4 funded 3-year-olds and 6 funded 4-year-olds. The setting has procedures in place to support children with special needs and English as an additional language.

The nursery is open six days a week Monday to Friday and Saturday mornings with flexible opening times. It is open all year round and children attend a variety of sessions.

The 'Shaping Futures Bus' takes children on small trips and picks children up from local schools.

There are 12 staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are 4 staff currently working towards a recognised early years qualification. The nursery receives support from a teacher/mentor from the local authority.

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

How effective is the nursery education?

Shaping Futures Day Nursery provides good quality nursery education overall which enables them to make generally good progress towards the early learning goals in communication, language and literacy and in physical development. In all other areas they are making very good progress.

The quality of teaching is generally good. Staff hold relevant qualifications and have attended training in the foundation stage curriculum. They build good relationships with the children, interact well with them and ask appropriate questions. An effective key worker system is in place and staff make good use of time and resources, planning sessions in order to enable children sufficient time to complete activities at their own pace. However, inconsistency in how children's names are written does not support their learning in this area. Staff observe the children, record their progress and evaluate the planned activities.

Leadership and management is generally good. A good management structure is in place and staff are deployed well. The setting shows commitment to providing quality care and education for the children, evaluating planning and their practice. However, some weaknesses have not been identified and acted upon. Training and development needs of staff are addressed through regular monitoring of their skills by management.

Partnership with parents is very good. They are kept informed of their child's development and progress through daily exchange and regular meetings with key workers throughout the year. Parents have access to their child's file at any time. Planning and information is displayed on a notice board and they are encouraged to be involved and support their children in their learning.

What is being done well?

- A leadership and staff team who are committed and pro-active in assessing the strengths and weaknesses through evaluation of their practice. They regularly review and evaluate planning and child assessments to ensure quality of care and education is maintained.
- Staff interact well with the children. They question the children appropriately, encouraging them to think and extend their learning.
- Sessions are well planned and enable children sufficient time to complete their chosen activities at their own pace.
- Children are able to explore and investigate through a variety of planned activities and they use their imagination well.
- Praise and encouragement is freely given, developing children's confidence. They are encouraged to have good personal independence and established

boundaries result in well behaved children.

- Parents are kept informed of their child's progress and are encouraged to take an active role in their learning.

What needs to be improved?

- access to suitable large apparatus for children to develop their large muscle skills
- the consistency of resources to enable children to recognise their name

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are sociable. They interact well with their peers and the adults caring for them. They share, take turns and are independent in their choices and personal hygiene. They understand boundaries and are polite, saying please and thank you without being prompted. The children have a good understanding of routines and are developing an awareness of others needs and differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well for communicating, for example, talking in familiar groups. They enjoy books and eagerly join in with familiar stories and rhymes. They use books appropriately, turning pages and reading left to right and understanding print carries meaning. Through role play situations, they use writing for a purpose and some children are beginning to write letters of their name. However, due to inconsistency in how their name is written, they have difficulty in recognising it.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers to count and can recognise written numerals 0-9. In large group activities children count how many children are present. They compare, sort and match through a variety of activities and show an understanding of mathematical language such as, pairs, biggest and tallest. Through activities such as threading, children are able to follow simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate through a variety of mediums. They design and build with a range of objects and materials such as re-cycled modelling and they are developing well in their use of technology. Through daily routines, children are developing a good sense of time. Outdoors the children have planted seeds and placed bird feeders, this is developing their knowledge of the natural world. Through planned activities children are becoming aware of different cultures and a wider community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence, control and co-ordination, and have a good awareness of space for themselves and others. They are confident in using a range of small equipment and tools such as, scissors, knives and forks and digging tools. Children have few opportunities to access large equipment to enhance their development in gross motor skills, such as climbing and balancing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, shape and texture through a range of mediums, such as paints, collage and play dough. They use their imaginations well and relate to real experiences through their role play. Children have opportunities to explore sound through activities with music and musical instruments and they respond to what they see, hear, smell and taste.

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

- Key issues:
- increase children's access to large apparatus in order to enhance their large muscle development
- improve the resources to enable children to recognise their own name.

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.