



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY279320

DfES Number: 546205

INSPECTION DETAILS

Inspection Date 13/01/2005
Inspector Name Kim Wailling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Early Adventures
Setting Address 10 Katherine Place
College Road
Abbots Langley
Hertfordshire
WD5 0BT

REGISTERED PROVIDER DETAILS

Name Mrs Claire Margaret Traxon

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

Early Adventures Day Nursery opened in 2004. It operates from a purpose built single building consisting of four playrooms and a separate sleeping room for babies. It is situated in Abbots Langley Hertfordshire.

A maximum of 43 children may attend the nursery at any one time.

The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year. All children share access to a secure enclosed play area.

There are currently 51 children aged from 3 months to 5 years on roll. Of these 11 children receive funding for nursery education. The nursery serves the local area of Abbots Langley and Watford.

There are currently no children attending with identified special educational needs. The nursery supports six children who speak English as an additional language.

The nursery employs eight full time and four part time staff. Ten of the staff, including the manager, hold appropriate early years qualifications. Currently no 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 for nursery education at Early Adventures Day Nursery is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff know the children very well and have good relationships with them. Children are making generally good progress because all the staff have sufficient understanding of how children learn. Planning shows that the six areas of learning are being implemented but lack of staff understanding of the Foundation Stage curriculum limits what is on offer to children. There is a wide range of toys and equipment but there are few opportunities for children to select resources for themselves and work independently. The outside play area is under used. Assessment and planning show some links with the early learning goals but it does not identify and build on what children already know and can do next. Activities are not adapted sufficiently to meet individual children's learning.

Leadership and management of the setting have significant weaknesses. Initiatives to support the development of children's learning are discussed but have not been developed. There is a lack of commitment to the professional development of staff. There is no system in place to regularly evaluate the strengths and weaknesses of teaching. Delegation of planning to others has resulted in ineffective monitoring of the quality of nursery education.

Partnership with parents is generally good. Parents feel a sense of partnership based on mutual trust and confidence in the staff. Daily record sheets outlining activities, songs and a short comment about the child's behaviour are completed and available to all parents at the end of the day. Staff make themselves available to talk informally to parents at the beginning and end of the day. Assessment reports are discussed with parents at a more formal consultation appointment offered twice yearly.

What is being done well?

- Relationships between staff and children are very good. Children have close friendships with each other. Children are well behaved and sit quietly when it is appropriate to do so, for example at story time. Staff help them to understand what is right and wrong and why. Children talk confidently to staff who take time to listen and converse with them.
- Staff offer children support and guidance when appropriate. Staff skilfully intervene to help children acquire skills such as cutting around a shape or completing a jigsaw. Children are offered praise to encourage them to complete a task and when helping to tidy away equipment.

- Parents speak highly of the staff. They like the daily diary sheets and make use of the information contained in it. The setting is planning to produce a booklet of the children's favourite songs and rhymes, in response to requests from the parents.

What needs to be improved?

- opportunities for professional development for staff who are delivering the Foundation Stage Curriculum
- monitoring of planning and assessment procedures
- developing opportunities for children to select resources for themselves and work independently
- use of the outside play area.

What has improved since the last inspection?

This is the provider's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and know the staff well. Many have formed strong friendships and play co-operatively. All of the children sit quietly when it is appropriate and are well behaved. Staff help children consider the consequences of their words and actions and encourage sharing of equipment. Children are keen to be involved in activities but there are few opportunities for them to select resources and work independently. New children are given the opportunity to make introductory visits.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk freely and with confidence to staff and each other about their experiences. There are opportunities for children to share books, listen to stories and complete alphabet puzzles. There is limited scope for children to mark make and practise writing for different purposes. Literacy activities planned by the staff are not sufficiently adapted to take into account what children can already do. There is insufficient challenge for older and more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in counting and numbers. They readily count items in their play. There are some missed opportunities in developing children's understanding of shapes, space and measure. There is limited scope for children to write numbers. There are few opportunities for children to practise calculation skills. Planned activities do not take into account developing children's mathematical language sufficiently. Number rhymes are very popular which some children share with their parents.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are planned activities for children to explore and investigate topics as the Arctic world using ice in the water tray. Technology is used within play as the setting has a range of programmable toys. Children are able to use the classroom computer but currently it is not working. There are limited opportunities for children to join and build. Children learn about other cultures and beliefs. They learn about a sense of time through the celebrations of birthdays.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Equipment is provided outdoors which enables children to climb, balance, pedal, steer and develop ball skills but is poorly planned. Access to the outdoor area is restrictive to timed slots within the day which is limiting. There is a range of musical tapes that the children enjoy moving to. Children use scissors confidently. Health and body awareness is explored in topic work and staff take the opportunity to extend this, e.g. discussing what clothes are needed in cold weather.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's imagination is nurtured through the provision of small world play such as plastic animals, cars and road mats. Older children play make-believe games using toys that they have brought in from home. The setting has role play resources but these are not being utilised sufficiently. There are many opportunities for children to listen to music and staff teach children songs and action rhymes. Children's work is valued and displayed attractively around the rooms.

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

- Increase staff understanding of the Foundation Stage curriculum.
- Monitor the effectiveness of planning and assessment.
- Develop opportunities for children to select resources and work independently.

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.