



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205279

DfES Number: 520695

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Jan Burnet

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Clifton-Upon-Teme Nursery Limited
Setting Address The Village
Clifton Upon Teme
Worcestershire
WR6 6DH

REGISTERED PROVIDER DETAILS

Name Clifton Upon Teme Nursery Limited

ORGANISATION DETAILS

Name Clifton Upon Teme Nursery Limited
Address c/o Clifton Upon Teme Early Years Centre
The Village, Clifton-on-Teme
Worcester
Worcestershire
WR6 6DH

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

Clifton-upon-Teme Nursery opened in 2002. It operates from a self-contained building in the grounds of Clifton-upon-Teme Primary School.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:00 for 50 weeks of the year. A secure enclosed outdoor play area is adjacent to the building and arrangements are also made for use of the school playground. There are currently 58 children on roll and of these 25 receive funding for nursery education.

The nursery serves the local and surrounding area. A programme of support has been developed for children with special needs and children who speak English as an additional language.

Thirteen staff work full or part time with the children. The manager is a qualified teacher, six hold appropriate early years qualifications and four 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?

Clifton-upon-Teme Nursery offers very good quality nursery education, which helps three and four-year-old children make progress along the stepping stones towards the early learning goals.

Children make very good progress in all six areas of learning.

Teaching is very good. Staff demonstrate a sound knowledge of the foundation stage curriculum and the stepping stones are used to ensure that appropriate challenges are set for all children. The range of planned activities is very good, resources meet the needs of the children and the daily routine is well balanced. A programme of support has been developed for children with special educational needs and children who speak English as an additional language although none currently attend. Staff lead by good example and praise and encourage the children. The boundaries for behaviour are clear and are consistently reinforced. Staff record observations, which are then used as evidence to support any judgements made in assessment records regarding progress along the stepping stones. Key workers for three-year-old children and four-year-old children then use what they know about each child to challenge them appropriately and lead them towards the next step.

Leadership and management are very good. The chairperson of the organisation, the nursery manager, team leaders and staff are clear about their roles and responsibilities and communication is good. Training is given a high priority and is linked to annual appraisal. Practise is reviewed continually to assess where improvements may be made. Advice is welcomed from other agencies and the nursery has National Day Nursery Association and Pre-School Learning Alliance membership.

The partnership with parents is very good. Parents are provided with written information on the education programme. A daily diary is passed between staff and parents and they are invited to attend a parent's evening once per term when information recorded in assessment records is shared.

What is being done well?

- Staff provide an emotionally secure as well as stimulating learning environment. Good planning and staff practise ensure that all children are appropriately challenged in order to reach their full potential.
- Relationships are good. Children are settled and happy, show confidence and are motivated to learn.
- Counting and problem solving are integrated well into daily routines and children are making good progress.
- Speaking and listening skills and pencil control are developing well. Children

Speak with confidence and express their views and ideas.

- Learning about the natural world and the local environment is supported well by first hand experiences.
- Working in partnership with parents is given a high priority. Parents are well informed and information from them is actively sought and used to inform planning for their child.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the accessibility of additional resources in order to promote more child initiated activities.

What has improved since the last inspection?

Not applicable as this is the first education inspection since registration in 2002.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and secure. They are keen to learn, express their views and feelings and share their experiences. They settle well at activities. Most children speak confidently to visitors as well as their carers and some friendships have formed within the group. Children share and take turns and are aware of the boundaries for behaviour. Personal independence is developing well and children confidently request help if needed. They are learning about different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and most speak clearly. Some have built up a vocabulary that allows them to use more complex sentences. They are learning which letters represent sounds in words. Children are aware that print carries meaning and information can be retrieved from books. They recognise their own names. Fine manipulative skills are practiced daily with a range of resources and pencil control is developing well. Some three and four-year-olds write their own name without support.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count throughout the day and many are able to name a number up to 10 that follows a given number. They are learning to recognise numerals to five. Some are now ready to progress towards 10. Problem solving is part of daily routines and children are developing a good awareness, discussing "more" and "take away". Children confidently name shapes and recognise different shapes in their environment. They spontaneously compare and discuss length and are learning about weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good variety of activities to explore and investigate. They enjoy nature walks, planting and growing, cooking and the current mini beast exploration and discussion. They explore texture and build and mould on a large and small scale, competently using tools. Children explore their local environment with walks to the village shop, church and woods. They talk about home and recall past events. Children are developing control of the mouse when using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Skills and confidence are developing well whilst moving in a variety of ways. Children are learning to control their bodies whilst moving to music and control of sit and ride toys is good. They demonstrate a good awareness of their own space and that of others. They are learning about foods that keep them healthy, personal hygiene and the effects of exercise. Hand and eye co-ordination is good and access to large climbing equipment in the school ensures that children are effectively challenged.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore their senses during planned and day to day activities, for example whilst mixing dough and discussing the taste of salt and the change of smell when spice is added. They choose colour and materials for a purpose when making their mini beast masks, copying from pictures in a book. They name a variety of colours. Children involve others whilst re-creating their experiences and whilst pretending. They enjoy singing and dancing and practise keeping a rhythm with musical instruments.

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:
- Promote more child initiated play activities by making additional resources more easily accessible.

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.