



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 310342

DfES Number: 512195

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Wyndham Lodge Day Nursery
Setting Address 72 Ellesmere Road
Altrincham
Cheshire
WA14 1JD

REGISTERED PROVIDER DETAILS

Name . Nord Anglia Nurseries

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

Wyndham Lodge is part of the Bright Horizons chain of nurseries, now a wholly owned subsidiary of Nord Anglia Public Limited Company.

The nursery has been registered since September 2000 and provides full day care and before and after school care. It is situated in a large Victorian house in a residential area of Altrincham, close to the park and other amenities.

There are currently 136 children on the register. The nursery supports children with special needs though there are none attending at present, there are no funded three and four year olds and no children with English as an additional language. The children use three floors of the building with the older children on the first floor, and the youngest in the basement and an extension to the rear. There is an astro turf area to the rear a large front garden and an enclosed area to the side.

The nursery is open Monday to Friday between 07.45 and 18.00 every day of the year excluding Bank Holidays. The out of school club is open Monday to Friday 07.45 to 09.00 and 15.30 and 18.00 term time and 07.45 to 18.00 during school holidays.

There are 18 nursery staff of whom 11 are qualified.

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

How effective is the nursery education?

Wyndham Lodge Day Nursery provides good quality education and children generally good progress overall. They make particularly good progress in four areas of learning.

Teaching is generally good with some strong aspects. The day is well organised to enable children to become engrossed in their play. Staff are responsive to children's needs and manage their behaviour well. Staff involve themselves in children's activities. They talk to them and ask questions extending their vocabulary, challenging their thinking. Staff make the most of the available resources and often bring in resources from home to support topics. However the lack of static resources within the provision inhibits children's opportunities to freely explore and investigate for a freely chosen purpose. They rarely consolidate what they learn. The lack of large scale climbing equipment impedes children physical development. Excellent planning for play takes place with all staff making a contribution. Key staff have a secure understanding of the early learning goals and the foundation stage. Assessments are completed regularly, though next steps are not always clearly defined for each child. Staff are enthusiastic and highly motivated. Stimulating, exciting teaching methods are used to encourage children to be keen eager learners.

Leadership and management are generally good. The manager is committed to improving the care and education for all children. She is developing her role in evaluating and reviewing the effectiveness of the nursery education. Regular meetings, and staff reviews are used to identify staff developmental needs. Undeveloped resources within some areas restricts staff ability to help children progress fully in all areas.

Partnership with parents is generally good. Effective use is made of the notice boards to inform parents of current topics. Parents evenings are held twice a year, however they do not receive regular information regarding their child's progress.

What is being done well?

- The quality of teaching is consistently good and has a positive impact on children's progress. There is a strong approach to planning in detail. Activities are appropriately varied so all children can benefit from them. They are interesting and offer appropriate levels of challenge. Staff offer good support to children.
- Children are confident independent learners. They are very happy and are well supported in a safe, caring, learning environment. Children are willing to take risks when attempting to answer questions and are well supported to do so. Children are well behaved as a result of the high expectations set by staff.

- There is quality interaction between staff and children. Positive meaningful relationships are established. Good levels of one-to-one support is given to individual children as required. Children with English as an additional language are well supported within the setting.
- The atmosphere within the pre-school room, enables children to learn whilst having fun, fully enjoying themselves.

What needs to be improved?

- the resources to support children's physical development including developing children's self help skills and resources to develop their scientific understanding linked to knowledge and understanding of the world
- the assessment system to clearly identify next steps for children's progress
- the frequency at which information regarding children's progress is shared with parents

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues from the previous inspection.

These required the provision to improve the assessment systems to include observations of children and share with parents. To expand the creative programme to allow for sponteneity.

The assessment systems have been fully devised. Very good planning for children takes place, as staff know children well. Staff plan for next steps for groups and individual children, however this is not clearly evident through the planning documentation.

Parents feel that they would benefit from updated information on their children's developmental progress and next steps at frequent intervals. Parents will then be better informed and be able to share their observations of children's learning at home knowing what areas need further development.

Children have many opportunities to respond spontaneously to a variety of accessible art and craft materials. The programme to develop storytelling into opportunities for children to act out familiar stories are fully exploited. Children make very good progress in their creative development. They enjoy stories, books and acting out familiar stories knowing lead characters in the story, taking on the roles often through their freely chosen role play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely confident and very well behaved showing a great enthusiasm for learning. They work well independently and in large groups. They display high levels of concentration and persevere at their chosen task. They are very proud of their achievements placing their work in trays. They choose and organise their own activities, they negotiate shared play well. They can dress and undress independently using dressing up clothes. They manage all aspects of their personal hygiene well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident fluent speakers. They use a wide range of vocabulary. They have a good understanding of the way in which writing is used to communicate, such as a child who writes a list of names of friends she is inviting to her party. Many children recognise letters by sound and shape. Some read singular words. They have a love of books and stories. They understand that print carries meaning and are able to predict what might happen next. They are able to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Practical situations are used to encourage children to count throughout the day. Children regularly use mathematical language during their freely chosen play. They have a good understanding of simple addition and subtractions. Some attempt to solve more difficult number problems. They participate in meaningful pattern making, using appropriate shapes for the correct purpose such as a circle to represent wheels on the digger. Children recognise and name two and three dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good understanding of time, one child says he will be going to big school after he has been to France. They use the computer confidently, and have good mouse control. They use construction sets and junk modelling materials to progress their design skills. Children have many planned opportunities to investigate and explore with their senses. They look at and record similarities, differences and changes. Children rarely explore for a freely chosen purpose.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate good coordination skills and move imaginatively to songs, rhymes, music and movement sessions. They use a range of small equipment with good control and skill. They have a good understanding of their own needs requesting drinks because they are hot. They learn the importance of good hygiene practices, though opportunities for them to develop their self help skills are limited. Children have insufficient opportunities to develop their large gross motor skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children frequently engage in imaginative role play indoors and outdoors going for a trip to the fairground or the bus station, issuing tickets. They access a range of media and materials and are creative with a clear intention in mind, painting red spots for chicken pox. They enjoy dressing up and enthusiastically act out familiar situations, taking on the role of adults. They take part in music sessions and enjoy using the instruments both following and making up their own rhythms.

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 the assessment system ensuring that the next steps for children's learning, progress and development are appropriately evidenced. Make sure this information is shared with parents at regular intervals
- improve the availability of resources within the setting to extend children's gross motor skills through the use of large scale equipment, and appropriate resources. Improve opportunities for children to develop their self help skills. Ensure there are sufficient static resources available for children to explore, investigate, and show an interest in why things happen and how things work.

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.