



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 206227

DfES Number:

### INSPECTION DETAILS

Inspection Date 22/09/2004  
Inspector Name Sharon Dickinson

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care  
Setting Name Creative Days Pre-School & Out of School Club  
Setting Address Heathfields Primary School  
Field Avenue, Hatton  
Derby  
Derbyshire  
DE65 5EQ

### REGISTERED PROVIDER DETAILS

Name The partnership of Patricia Jane Billings & Carol Ann Nicklin

### ORGANISATION DETAILS

Name Patricia Jane Billings & Carol Ann Nicklin  
Address 56 Heathway  
Hatton  
Derby  
Derbyshire  
DE65 5EP

## 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

Creative Days Pre-school and Out of School Club opened in 1990. It operates from privately owned premises in the grounds of Heathfields Primary School, Hatton. The setting serves the local area.

There are currently 46 children from 2 to 5 years on roll. This includes 15 funded 3-year-olds and 10 funded 4-year-olds. Children attend for a variety of sessions. The setting is able to provide care for children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and a rising fives session operates from 13:00 until 15:30 every afternoon. Out of School care is provided also, including school holidays.

Seven part-time staff work with the children. All members of staff have early years qualifications to NVQ level 2 or 3, and are currently working towards or updating their NVQ level 3 qualification. Childcare students are placed in the nursery by local training centres. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting receives funding for nursery education.

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

### How effective is the nursery education?

Creative Days Pre-school and Out of School Club offers a welcoming learning environment where children feel happy and secure. Overall, children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are enthusiastic and involve themselves in activities, they know each child well, and build on what they already know and can do. Sessions are generally well balanced to provide opportunities for children to pursue their own interests as well as to take part in adult-led activities. Staff are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance their self-esteem. Staff record children's progress and achievements regularly, however the current system of assessment does not fully cover all aspects of learning and is not effectively used to inform future planning. Planning does not sufficiently cover all aspects of learning and links between topics and activity aims are not clear.

The leadership and management of the setting is generally good. Staff are committed to their professional development and training which helps to promote the improvement of care and education for all children. Weekly staff meetings, appraisals and liaisons with parents and other relevant agencies ensure the provision for nursery education is evaluated on a regular basis.

The partnership with parents and carers is generally good. The setting provides good information to parents about the centre and its educational provision. Staff spend time talking with parents and sharing information about each child. However, parents do not have access to their child's assessment records and are not encouraged to contribute to them until their child leaves the setting.

### What is being done well?

- Children are motivated and eager to learn, staff successfully build their confidence and self-esteem by praising and encouraging their efforts, and giving them responsibility and the opportunity to make decisions throughout the daily routine.
- Staff are enthusiastic and involve themselves in children's play and conversations asking appropriate questions that help them extend their thinking and put their thoughts into words.
- Children are regularly introduced to mathematical language and use it correctly in their play and discussions.
- Children are developing a sense of the world about them through topics and the roles that people play, and by learning about other cultures and beliefs.
- Creativity is fostered well, children have daily opportunities to use their

imagination indoors, outdoors, within role-play and art and craft.

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

- Planning, to effectively cover all aspects of learning, revisiting them sufficiently to secure children's learning. Links between topics, early learning goals and activities.
- Assessments, to fully cover all aspects of learning and used to inform future planning.
- Parents access to their child's assessment records, and opportunities for them to contribute their own observations and comments.
- Organisation of story time for younger children.
- Opportunities for more able children to begin to link sounds to letters and develop an understanding of basic calculation.

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

Key issues from the last inspection have been met satisfactorily. Staff have purchased more resources to promote positive images to children about race, culture, gender and disability. Topics and other planned opportunities are available for children to learn about the roles people play, cultures and beliefs which helps them to develop a sensitivity and respect for others.

A basic staff appraisal system has been introduced which identifies staff training needs and subsequently helps them provide appropriate care and activities for children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated and eager to learn, staff successfully build their confidence by praising and encouraging their efforts. Children select chosen tasks from a variety of resources and activities available. Children develop good relationships with adult carers, and older children are forming friendships with peers with younger ones needing staff support to share and take turns. Children have a general understanding of expected behaviour such as sitting well for snack.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Speaking and listening skills are well fostered. There are opportunities to practise writing for different purposes such as making lists in role-play. Children are developing good hand-eye co-ordination and some can write recognisable letters. However, there are few planned opportunities for older children to begin to link sounds to letters. There is a welcoming story room with a good selection of books although the organisation of story time during morning session is poorly planned.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to develop matching and sorting skills and gain an understanding of shape, size and position through a variety of practical activities. They are able to count freely during many tasks and some older children count beyond 10. Children are frequently introduced to mathematical language and use it correctly in their play. There are few planned opportunities for more able children to develop an understanding of basic calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn through first hand experiences such as observing mini-beasts and melting snow. They are developing a sense of the world about them through topics and the roles that people play, and learn about other cultures and beliefs. They have opportunities to access a wide range of construction toys. They have access to a good variety of everyday technology though this aspect of learning is not reflected within assessment records, nor is it regularly planned for.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a variety of physical activities inside and out of doors and are developing good co-ordination skills. Children's fine manipulative skills are promoted through a range of activities using writing implements and tools such as scissors, brushes, chinks and pencils. Children demonstrate an early understanding of health and bodily awareness. The outdoor area is used effectively to develop physical skills, imagination and an understanding of the natural world.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and texture in their paint, collage and model making experiences. They undertake regular drawing and craft opportunities and initiate their own creations and develop their own ideas, which are valued by staff. Children have regular opportunities to join in singing and movement activities, older children participated well when taking an imaginary train ride, inputting their own ideas and suggestions as to where the journey took them.

**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 planning to effectively cover all aspects of learning, revisiting them sufficiently to secure children's learning. Clearly identify links between topics, early learning goals and activities.
- Revise current system of assessments to fully cover all aspects of learning and ensure they are used to inform future planning.
- Devise systems for parents to access to their child's assessment records, providing opportunities for them to contribute their own observations and comments.

*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.*