



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN EY100587

DfES Number: 541575

INSPECTION DETAILS

Inspection Date 01/10/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Risley Day Nursery
Setting Address 14/15 Delenty Drive
 Risley
 Warrington
 WA3 6AP

REGISTERED PROVIDER DETAILS

Name Mrs Lisa Ann Slingsby

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

Risley Day Nursery opened in Spring 2002 in a converted detached property on the border of Risley Industrial Park. It is open for 51 weeks of the year Monday to Friday from 07.45 to 18.00. The nursery serves the local community and families who work in the area.

There are 32 children on roll with seven receiving nursery grant funding for three-year-olds. There are a small number of children with special educational needs receiving funding. No funded four-year-olds or children learning English as an additional language are supported by the nursery at present.

There are three members of staff and a student working with the funded children. All members of staff have a relevant qualification in childcare and education. Two hold a level two qualification and the third a level three qualification.

The nursery receives support of teachers from Warrington's Early Years Development and Childcare partnership and external agencies supporting children with additional needs.

The facility for funded children is in the process of being extended. The nursery has recently gained the Investors in People award and is a member of the National Day Nurseries Association.

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

How effective is the nursery education?

Risley Day Nursery provides good quality education overall and children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan generally well for children's learning differentiating the activities to give appropriate challenge to children of differing abilities. They are good role models taking time to talk with the children about what they are doing and working alongside them to extend learning. They are starting to use observations to plan the next steps for children's learning. A more structured approach to this assessment would improve this. Planning and resources for the outdoor are less well developed and there are missed opportunities to develop some aspects of these areas of learning.

The quality of leadership and management is generally good. Managers are reflective in their practice and are continually looking to improve the facilities for the children. There is good teamwork where everyone is aware of their roles and responsibilities. They are committed to developing staff skills and facilitate access to training which has a positive effect on children's learning. There are good systems for monitoring and evaluating the provision and are developing systems to ensure observations of children are used more effectively. Observation of teaching and the monitoring of planning is less well developed.

The partnership with parents is very good. Parents are given good information about the Foundation Stage and the activities their children will be involved in. Staff welcome suggestions from parents about activities and their knowledge of their children as they enter the pre- school room. Informal discussions and regular parents evenings mean they are well informed about progress. They have good opportunity to be involved in their children's learning.

What is being done well?

- The programme for personal, social and emotional development, knowledge and understanding of the world and creative development.
- The positive interaction between staff and children to extend learning.
- The development of good social skills particularly manners, good behaviour and good relationships.
- The use of children's chosen activities to develop calculating skills.
- The positive relationship with parents where parents are valued partners in sharing information about the children.

What needs to be improved?

- planning for the outdoor provision so that it is clear what the learning objectives are and that all aspects of the six areas of learning are sufficiently supported by the activities
- the structure of observing children so that these have a positive influence on the next steps for children's learning and that these are clearly identified
- The development of phonetic awareness, recognition of shape and understanding of numerals
- Monitoring of planning and teaching to ensure children's needs are fully met.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to learn and approach activities with enthusiasm. They are developing very good relationships and have excellent manners. Behaviour is very good and they are developing a good understanding of right and wrong. Independence is developing well and staff use guidance and encouragement effectively to support this. Children are developing an understanding of different needs and are respectful of each other in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk very well together with an increasing vocabulary which staff enhance. They can put their thoughts into words with increasing skill and staff use good questioning skills to develop this. The children are developing writing skills and have a good knowledge of how a book works. Print and the encouragement of reading skills is less well developed particularly outside. Recognition of letter sounds through children's chosen activities is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills. They use their mathematical knowledge well in their play calculating how many cars and bikes they need. Staff support this well. Children's knowledge and understanding of size and capacity is developing well. They are starting to understand pattern through good staff intervention in their play. Staff miss opportunities to develop an understanding of shape and numerals in naturally occurring activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using all their senses. They are aware of some features of living things and can recognise similarities and differences between a tiger and lion for example. They are gaining a good understanding of the locality through visits to the library and shops. They design and make objects using a wide variety of materials skilfully. The children's understanding of time is developing well. They talk about holidays and what is going to happen later.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their movements. They climb and balance skilfully. They are developing a good awareness of space manoeuvring wheeled toys well, putting together lego and links. They handle tools and objects with safety and control. Staff encourage children to understand about staying healthy through topic work on bodies and at lunchtime. There are missed opportunities to develop an understanding of what happens to bodies when active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are very imaginative in their play taking on various roles. They respond well to musical experiences and know how to change sounds by humming and tempo by singing quickly. They enjoy exploring and investigating and have many opportunities to use their senses through the good variety of activities provided. They explore colour through painting and printing and are gaining skill in model making.

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

- ensure that planning takes into consideration the structured observations of children, which identified what the children need to do next
- monitor the teaching and planning so that all elements of each area of learning are effectively accessed by the children and that the outdoor area sufficiently supports learning.

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.