



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127723

DfES Number: 513842

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Annie Williams

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tots 2 Teens Nursery
Setting Address	Lydden Primary School Stonehall Road, Lydden Dover Kent CT15 7LA

REGISTERED PROVIDER DETAILS

Name	The Committee of Tots 2 Teens Nursery
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ORGANISATION DETAILS

Name	Tots 2 Teens Nursery
Address	Lydden Primary School Stonehall Road Lydden, Dover Kent CT15 7LA

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

Tots 2 Teens Nursery opened approximately thirty years ago. It is a day nursery with charitable status situated in the grounds of Lydden Primary School in the village of Lydden, near to Dover, Kent. The group is a member of the Pre-school Learning Alliance and is managed by a committee of parents. The nursery has access to three rooms, an office, toilets, a kitchen and an outside area. The nursery serves the local area and surrounding towns.

The nursery is registered to provide thirty places for children aged eighteen months to five years. There are currently forty-five children on roll. This includes three funded four-year-olds and ten funded three-year-olds. Children attend a variety of sessions each week. The nursery staff have experience of working with children who have special needs and children who speak English as an additional language.

The nursery opens five days a week throughout the year. Sessions last from 08:30 to 17:00. Parents provide a packed lunch.

There are seven staff working with the children, of whom five have early years qualifications. The nursery receives support from a Pre-school Learning Alliance Development worker and a teacher from the Early Years Partnership.

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

How effective is the nursery education?

Tots 2 Teens Nursery provides a caring and welcoming environment for children. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a secure knowledge of the early learning goals and effective planning is developing to help children make good progress. Staff know children well and are sensitive to their needs helping all children to feel valued. They frequently praise and encourage children, consequently they are eager and motivated to learn. The curriculum is generally well balanced, but aspects across the six areas are not systematically covered. Questioning techniques are used effectively to help children to think. Group work is organised by encouraging 'rising fours' to work in the classroom. These sessions are sometimes unevenly balanced against 'free-play'. A strong emphasis is placed on knowledge and understanding of the world and language, consequently children's progress is very good. The system of assessment and record keeping is evolving and provides staff with useful information to monitor children's learning. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and have monitoring systems in place.

Leadership and management is generally good. Staff are well supported in the care and education that they provide for young children. The supervisor and staff have worked hard to develop a strong team and are committed. They meet regularly but systems to review, evaluate and monitor the effectiveness of the curriculum are not yet formalised.

Partnership with parents is generally good. Parents are greeted warmly by staff and welcomed into the group. The nursery provides information for parents about the curriculum and regular newsletters, photographs and displays keep them informed of latest themes. They receive opportunities to discuss their child's progress informally, but there are no consistent procedures in place.

What is being done well?

- Staff plan and provide an environment that reflects the importance of language through notices, signs and books.
- Children speak clearly and confidently to their friends and adults. There are excellent opportunities to encourage children to explore new vocabulary
- Children count confidently and receive daily opportunities to recognise numbers. Children learn about space through relevant practical experiences. Staff encourage children to use and understand mathematical language throughout the play session.
- Staff provide a varied and interesting programme to develop children's

knowledge and understanding of the world. Children receive regular opportunity to look closely at difference, pattern and change.

What needs to be improved?

- the system of planning and assessment
- the programme for creative development
- information given to parents
- systems of reviewing, evaluating and monitoring the nursery education.

What has improved since the last inspection?

Following the last inspection there were no significant weaknesses to report, but the setting was asked to consider the following points in the action plan:

Enhance the programme for language and literacy by using upper and lower case letters appropriately on all labels, storage boxes and writing shown to the children. The setting has made very good progress in addressing this point; consequently children are helped with the transition to school and pre-reading skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem. Children are happy, settled and generally well behaved. Staff present activities attractively and praise children's achievements, which has a positive impact on their motivation and concentration. Children find out about different cultures through the topics and resources. Independence is developing but some opportunities are missed for example snack time and self-selection.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff provide an environment that reflects the importance of language. Children are developing in their vocabulary, as they are encouraged to describe objects and clearly enjoy sharing these words such as 'squishy'. Writing is developing well through imaginative play activities, such as the 'garden centre' when children write orders for flowers or vegetables. Children are well supported by staff as they develop good skills in handling books. 'Mat time' is sometimes long for younger children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and staff encourage them to use mathematical language. Children explore shape and size for example as they grow beans, construct and complete puzzles. Staff provide some opportunities for children to be aware of simple ideas of addition and subtraction, but planning does not ensure regular coverage. Numbers are displayed and staff provide regular opportunities for children to recognise numbers as part of their play and routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide activities that encourage children to investigate a variety of materials and substances. Recent photographs show children enjoying the snow. There are good opportunities for children to look closely at differences, patterns and change, for example growing beans and an amaryllis. Children are developing good skills to use programmable toys and clearly enjoy using the computer. They find out about the local and wider world through regular visits to the schools woodland garden.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine manipulative skills are developed well as children display very good skills when cutting, drawing and constructing. Routine opportunities to use large equipment ensure that children move around freely and safely. Children display a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through discussion and regular hand washing.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children clearly enjoy the opportunities provided as they express their ideas when describing how things feel. Past planning shows that children use musical instruments, but planned opportunities in 'free-play' to explore musical sounds are infrequent. Past photographs show children involved in art activities, exploring painting techniques such as printing and junk modelling. Planning places less emphasis for enabling 'risers' to use their imaginations freely in art, design and role-play.

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 rigorous systems to monitor, review and evaluate the nursery education with particular emphasis on the balance between staff directed activities and 'free-play' for the 'risers'
- further improve the programme for creative development by providing daily opportunities for all children to develop their imagination in art, design, music, dance and role-play through 'free-play'.
- continue to develop planning to include a broad range of practical activities linked to the stepping-stones within the aspects of the six areas of learning and include details of i) what children are expected to learn; ii) staff deployment; iii) how staff will differentiate to develop individual children's progress based on what the children already know and what they need to learn next.

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.