



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309289

DfES Number: 524011

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	First Class Child Care Centre
Setting Address	Dill Hall, Regent Road Church Accrington Lancashire BB5 4AR

REGISTERED PROVIDER DETAILS

Name	First Class Child Care Ltd 3416526
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ORGANISATION DETAILS

Name	First Class Child Care Ltd
Address	Dill Hall Regent Road, Church Accrington Lancashire BB5 4AR

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

Dill Hall Nursery is part of the First Class Child Care group. It is situated in Church, Accrington and serves the local area. The nursery has a baby unit, tweenies, ball pool/soft play area, main activity hall and a separate pre-school room. Outside areas are enclosed and secure with one area being laid with a soft play surface.

The nursery is registered to offer educational places for funded 3 and 4 year old children. Sessional and full- time care is offered between the opening times of 07.30 to 18.00 Monday to Friday with the nursery closing bank holidays and in between Christmas and the New Year. Children of school age are accommodated before, after and during school holiday periods. An escorted transport service to and from selected schools in the area is provided.

There are 13 childcare staff of whom 12 are qualified in early years. The 13th member of staff is currently attending training. A supernumerary manager and operational deputy officer head the team. A cook is employed to prepare daily the meals and snacks.

The setting receives support from the Early Years partnership and is a member of the National Day Nurseries Association. There are no children attending who speak English as an additional language. Two children are enrolled with identified special needs.

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

How effective is the nursery education?

Provision at First Class Child Care Centre, Dill Hall is of good quality where children make generally good progress overall towards the early learning goals. They make very good progress in personal, social and emotional development, mathematics, knowledge and understanding of the world and creative development.

Teaching is generally good. Staff have a secure knowledge and understanding of the early learning goals in most areas of learning and plan an effective programme of activities to ensure that the children make very good progress in these areas. However, staff fail to plan sufficient time in the sessions for the children to develop their climbing and balancing skills. Staff manage the children well and have high expectations of their behaviour. Resources are generally good. Most areas of learning are richly resourced, but book provision is poor. The reading area is uninviting and many books are beyond their useful life. Assessments made of the children's attainment and progress are clear and effectively linked to planning to ensure that the children build on what they already know.

Leadership and management is generally good. Staff work well as a team. The manager is very committed to improvement and works very closely with the deputy to ensure the smooth running of the setting. The manager has plans to introduce a system to identify strengths, weaknesses and possible training needs within the setting and to embark on a quality assurance programme in the near future.

Partnership with parents is generally good. Parents are provided with good quality information about the setting and its provision. Staff have good relations with parents and talk to them about their child's attainment and progress regularly. However, weaknesses in assessment procedures means that parents are not aware of their child's progress towards the early learning goals until the term before they leave the setting.

What is being done well?

- The children are making very good progress towards the early learning goals in the areas of personal, social and emotional development, mathematics, knowledge and understanding of the world and creative development.
- Children's behaviour is very good. They are forming good relationships with each other and the adults that work with them.
- Staff work well as a team and undertake additional training as it becomes available.
- Resources to support the children's technological development are rich.

What needs to be improved?
<ul style="list-style-type: none"> ● the book provision to ensure that books are attractively presented to encourage the children to choose to read them more often ● the provision for the children to balance and climb ● the system to identify the setting's strengths, weaknesses and possible training needs ● the partnership with parents to allow them to share in assessments made of their child's progress towards the early learning goals.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The children enter the setting keen to start activities. They take part in ring games with enthusiasm. The children talk about their feelings of happiness and sadness and are proud to show their work to each other at circle time at the end of the session. The children are developing very good relationships with each other, chatting together at snack time and clapping each others achievements. Behaviour is very good. The children remind each other to walk around the room.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children are developing their vocabulary, using very descriptive words when working in the water. They are beginning to think of words that rhyme with each other and they make up their own stories with puppets. The children recognise their own name and are beginning to write them, using recognisable letters. Although the children recognise words from around the room, they rarely choose to read books as a free choice activity.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children are beginning to use numbers well. They can count and recognise numbers to ten and beyond and are beginning to recognise shapes in their environment. They use mathematical language including heavy, light, empty and full when working in the sand. The children match with ease when playing lotto and are beginning to compare two numbers, relating addition to adding one more and subtraction to taking one away when threading strings of beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children take part in a variety of activities that encourage them to question why and how things happen. They plant seeds and watch them grow over a period of time. They design and make their own hats, flags and rosettes for parties and make their own bear finger puppets for imaginary play. The children are developing a sense of time passing when completing the weather chart and make regular visits to local places of interest to help them understand the world around them.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children negotiate space well on the carpet at register time. They make a very good circle when playing ring games outside and work well together to play the Hokey Cokey. The children's skills are developing when using rollers and cutters in clay and when cutting out bear puppets. They use cutlery with ease when working with noodles. The children use a range of large and small equipment well. They develop their throwing and catching skills, but have few opportunities to climb or balance.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children explore a wide range of media and materials in their art work. They know a good range of songs and rhymes that they sing with enthusiasm, sometimes accompanying themselves with musical instruments. The children have access to activities that stimulate all their senses including dough, jelly and cornflour gloop. The children look closely at flowers and try to copy them. They take part in tie dyeing, delighting in the end result.

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

- improve book provision to ensure that books are attractively presented to encourage the children to choose to read them more often
- provide more opportunities for the children to balance and climb
- implement the planned system to identify the setting's strengths, weaknesses and possible training needs
- improve partnership with parents to allow them to share in assessments made of their child's progress towards the early learning goals.

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.