



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 311401

DfES Number:

### INSPECTION DETAILS

Inspection Date 24/11/2004  
Inspector Name Hilary Murden

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Children's Place Ltd  
Setting Address Dewsbury & District Hospital, Halifax Road  
Dewsbury  
West Yorkshire  
WF13 4HS

### REGISTERED PROVIDER DETAILS

Name The Childrens Place Ltd 3323047

### ORGANISATION DETAILS

Name The Childrens Place Ltd  
Address The Poplars, Free School Lane  
Halifax  
West Yorkshire  
HX1 2YE

## 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

The Children's Place Nursery is situated within the grounds of Dewsbury District Hospital and operates in a converted building which was formerly a recreation centre. It is one of six nurseries run by The Children's Place Nursery Ltd. The nursery, established in 1991, primarily provides a service for the employees of the hospital. T

he nursery is open each weekday from 07.00 to 18.00 all year round except bank holidays. Currently there are 66 children on roll, of these 15 children receive funding for nursery education. The nursery supports a number of children who speak English as an additional language.

There are 10 members of staff employed by the nursery, 8 of whom, including the manager, hold appropriate early years qualifications, 2 members of staff are working towards a qualification. The setting receives support from a qualified teacher employed by the company and from an advisory teacher through the Kirklees Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Children attending The Children's Place Nursery receive good quality of education provision overall as they work towards the early learning goals. They make very good progress in personal, social and emotional development and mathematical development and generally good progress in the other areas of learning.

The quality of teaching is generally good with some very good aspects. The lead officer for the foundation stage has sound knowledge and understanding of the early learning goals and provides a stimulating range of activities for the small group of funded children. Other members of staff are gradually developing their understanding of the Foundation Stage Curriculum. Staff, have very good relationships with the children and high expectations of behaviour. Children who do not speak English as their first language are given good support and encouragement. An effective system of assessment is used to inform planning about the next stages of learning for individual children. However plans do not identify sufficient challenge for children when using the outdoor area to support their learning.

Leadership and management are generally good. Staff work together well with good support from the manager. There is no established role in monitoring and evaluating the effectiveness of the provision in the larger group areas. However, staff are able to identify some aspects for improvement. There is a commitment to personal and professional development, and to helping children to reach their full potential in working towards the early learning goals.

Partnership with parents is very good. Good relationships develop through a warm, friendly approach. Useful information about the early learning goals is displayed in the nursery and in children's files. There are formal and informal opportunities for staff and parents to share information about children's progress and parents are encouraged to be involved in learning.

### What is being done well?

- Children are enthusiastic about learning. They have very good relationships with each other and staff and work co-operatively together. Behaviour is very good, promoted through positive strategies.
- Staff encourage children to use writing for different purposes, including writing their names and linking sounds to letters.
- Good use is made of community facilities to enable children to learn about features of the environment and the local area.
- The nursery has very good partnership with parents and carers. Involvement in children's learning is encouraged through regular sharing of information

about progress and through helping with activities at home.

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

- opportunities for children to extend their imagination through stories and a wider range of role play situations
- planning of the outdoor provision to ensure progression of skills and to provide more challenge for the older and more able children.

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

The nursery has made very good progress in addressing the three key issues from the last inspection. Planning has been developed to show clear links to the early learning goals and what children are expected to learn. Effective assessment and small group work enables staff to adapt activities to meet different learning needs. Children have good opportunities to link sounds to letters and to recognise numbers during independent play, for example, handling coins in the 'shop'. Staff ensure that children's learning during topic activities is supported with a wider range of books. Parents are now given useful information about the six areas of learning. Displays of the early learning goals are prominent in the entrance and the pre-school room and staff include information in children's files about how activities relate to specific learning goals

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and enthusiastic about learning. They display high levels of concentration, particularly in the small group. Behaviour is very good; positive strategies encourage children to share and take turns and to think about their actions. Children have very good relationships with each other and with adults. They are able to respond to different cultural celebrations with enjoyment and interest. Independence is promoted through making choices and having responsibility

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate their ideas and thoughts spontaneously and during planned activities such as 'circle time'. However, there are limited opportunities to extend their imaginative use of language in a wide variety of well-planned role play situations. Children listen carefully to stories and enjoy looking at books. They recognise their names and are beginning to link sounds to letters. Good emphasis is given to encouraging children to write for different purposes, including writing names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently in routines and practical activities. Some older children estimate numbers in a group without needing to count one by one. A good range of number rhymes help children to work out 'how many left now?' and some are beginning to solve problems by adding and taking away numbers. Children describe size, position and shape and they learn about capacity through water exploration. There are good opportunities to develop awareness of pattern and sequence

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and the environment through first hand experiences such as growing vegetables. They learn about features of the local community when they visit the hospital, and the church at Christmas. Children enjoy construction and design activities, although they are not able to access all resources spontaneously. Children talk readily about their families and events. They learn about other cultures and beliefs through celebrations and creative activities

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Outdoor play is encouraged, although it is often used for recreation rather than for planned and progressive activities. Children use outdoor space with good awareness of others and they ride wheeled toys carefully. Some of the resources and activities lack challenge, particularly for the older and more able children. Children learn about the importance of exercise and how it affects the body. Control of small equipment such as scissors and pencils is very good.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Staff plan a wide range of stimulating structured activities to encourage children's sensory responses. Good emphasis is given to activities which enhance cultural awareness. There are less opportunities to use materials spontaneously. Children are familiar with many songs and they enjoy using instruments and making their own music on the keyboard. There is a lack of opportunities to extend imagination through stories and a variety of well-planned role play situations.

**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 of the outdoor provision to ensure progression and to provide more challenge for the older and more able children
- provide opportunities for children to extend their use of imagination through a wider range of stories and well-planned role play areas.

*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.*