



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 116697

DfES Number: 537161

INSPECTION DETAILS

Inspection Date 19/01/2005
Inspector Name Lisa Jane Cupples

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tot Town Nursery
Setting Address 1 Fryers Lane
High Wycombe
Buckinghamshire
HP12 3AN

REGISTERED PROVIDER DETAILS

Name Mrs Jacqueline Green

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

Tot Town Nursery is a privately owned group, which opened in 1999, the pre-school room opened in 2002. The nursery operates from a single storey building on the outskirts of the town of High Wycombe. A maximum of 55 children may attend at any one time. The group is open 5 days a week from 08:00 to 18:00 for 51 weeks a year. Children attend for a variety of sessions and they have access to 3 separate outdoor play areas.

There are currently 73 children aged from 3 months to 5 years on roll. Of these, 30 children receive funding for nursery education. Children attend from surrounding areas. The nursery supports children who have special educational needs and English as an additional language.

The nursery employs 15 staff to work directly with the children. Of these, 10 hold appropriate early years qualifications and 3 are currently working towards a qualification. The setting receives support from the Early Years Development Partnership and staff regularly attend training. The setting is working towards the Buckinghamshire Quality Kitemark Scheme.

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

How effective is the nursery education?

Tot Town Nursery provides acceptable nursery education of good quality. Children are making generally good progress towards the early learning goals, with some very good aspects.

Quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage and know what they expect children to gain from activities. Most areas of the curriculum are covered. Some opportunities are missed when activities are not appropriately differentiated to provide sufficient challenges. Children are not always encouraged to persevere and often leave activities before the aim has been achieved, slowing their progress in some areas of learning. Behaviour is managed consistently and children behave well. The settings SENCO has completed training and clear procedures are in place to support children who have special needs or English as an additional language.

Leadership and management of the setting is generally good. Clear roles and responsibilities are defined and staff know what is expected of them. The new manager has implemented many changes since starting in September 2004, some weaknesses have been identified and training is being sought. Staff are continually working to improve the quality of education for all children. The setting liaises well with other agencies and is working towards the Quality Kitemark Scheme.

Partnership with parents is very good. Parents receive a detailed prospectus and the curriculum planning is displayed. Newsletters and the notice board are used effectively to keep them up-to-date with current events. Parents have access to their children's progress records and are able to make written contributions. They are welcome in the setting at any time and keyworkers are available to discuss their children's individual needs.

What is being done well?

- Staff manage children's behaviour effectively. They have a relaxed and calm approach. Clear rules and boundaries are in place and the children know what is expected of them. They show an understanding of group rules, often explaining them to others. Staff give clear explanations and take time to ensure children see they have been treated fairly, for example, discussing the need for a timer at the computer so all children have the chance to participate. Children are happy with the outcome and share the equipment fairly.
- Parents are well informed about the progress their child is making. Keyworkers are available to discuss each child's achievements in detail. Parents have access to their children's records and can record their own comments about their child's learning at home. Daily diaries are also used to share information if parents are unable to discuss their child's needs at

collection time. The owner provides a wide range of information and communication is open and clear.

- Children are making very good progress in personal, social and emotional development. They are extremely confident and independent. Children are active in their learning and curious about their surroundings. They enjoy working with a variety of materials. They are able to express themselves and develop their imaginations through talking and communicating their ideas during role-play, art and free-play.
- Children have many opportunities to develop their gross and fine motor skills. They competently use an extensive selection of equipment and take part in a wide range of physical activities. Staff make good use of the outdoor play areas, enabling children to climb, balance, run and play games. Staff take the opportunity to extend their play, for example, children talk about tying things together, staff provide lengths of material and children practice tying them to the fence, watching them blow in the wind and developing their vocabulary.

What needs to be improved?

- the opportunities provided for children to use numbers in various situations and for different purposes
- the children's ability to persevere and complete short tasks to ensure they make steady progress in all areas of learning
- the staff's understanding of how to differentiate the activities provided effectively to sufficiently challenge all children
- the attractiveness and use of the book area to develop children's interest, their book handling skills and encourage independent use of the books available.

What has improved since the last inspection?

Not applicable, this is the settings first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show high levels of independence through self-selecting resources and their self-care skills are good. They are able to sit quietly and concentrate well during story-time and registration. Children are well behaved, polite and can follow simple instructions. They are able to share and take turns fairly during games and practical activities. Children form good relationships with adults and their peers, sharing personal experiences and feelings openly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers in many situations. They express their feelings and explain their ideas clearly. Children are able to recognise letters and are beginning to link the some sounds. They enjoy listening to stories and predict what will happen next. However, children do not access books independently to develop their skills and the book area is not inviting. Some children are able to write their names, younger children are beginning to form some clear, recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count up to and sometimes above 14 with confidence. They count everyday objects throughout the sessions. They use mathematical language well to describe shape, size, position and quantity during practical activities and free-play. Children are beginning to recognise and recreate simple patterns. There are no opportunities for children to begin problem solving, calculating or comparing numbers to develop their understanding of how numbers work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of natural and man-made resources. They show curiosity and ask questions to develop their knowledge and understanding. Children build models and create their own ideas during art and construction activities. They use everyday technology and the computer with confidence and ease. Children are developing a good sense of time and place. They are beginning to understand about other cultures and beliefs through topics and themes.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around the setting with confidence and purpose. They have many opportunities to use large and small pieces of equipment, indoors and outdoors. Children are able to travel over, under and through obstacles and show control when balancing and riding trikes and scooters. They have good spatial awareness of themselves and others. Children are beginning to understand the concept of staying healthy. They recognise changes to their bodies during and after physical activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children recognise and name a wide range of colours during their play. They describe the various textures resources, discussing what they can be used for. Children sing songs from memory and confidently match actions to rhymes. They play musical instruments and are beginning to recognise simple sound patterns. Children use their imaginations creatively during role-play and miniature world activities. They have ample opportunities to express and create their own ideas during art and craft.

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 the children's understanding of how numbers work by providing opportunities for children to use numbers in different contexts and situations, for example, beginning to compare numbers, completing simple calculations and introducing problem-solving skills;
- develop staff understanding of how to appropriately differentiate activities to sufficiently challenge all children
- encourage children to persevere and complete short tasks to ensure the aim of the activity is achieved, enabling children to progress steadily through the stepping-stones towards the early learning goals in all areas
- encourage children to access books independently to develop their book handling skills, ensure an inviting area is provided to attract the children's interest.

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.