



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107980

DfES Number: 521742

INSPECTION DETAILS

Inspection Date	26/02/2004
Inspector Name	Judith, Mary Butler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Childlink Learning Centre
Setting Address	1-3 The Phygtle Chalfont St Peter Buckinghamshire SL9 0JT

REGISTERED PROVIDER DETAILS

Name	Lynn Kirby
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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

Childlink Learning Centre first opened in 1991. The nursery operates from a building that has been purposely adapted for providing nursery care and is situated on the edge of the village of Chalfont St Peter. The nursery serves families from the local surrounding villages.

There are currently 54 children aged from 3 months to 5 years on roll. This includes 16 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The nursery accommodates children with special educational needs and who speak English as an additional language.

The nursery opens five days a week all year round. Full day care and sessional care are offered between the hours of 08.00 and 18.00.

There are currently ten staff members employed to work directly with the children. Six staff members hold relevant childcare qualifications to level 2 or 3. Further staff are working towards a qualification to this level. The setting receives support from the 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?

Childlink Learning Centre offers acceptable nursery provision of a high quality. Children are making very good progress towards the early learning goals in all areas. Children have access to a very good range of activities and resources.

Teaching is very good. Staff have a good knowledge of the Foundation Stage and use this when planning and evaluating activities. A wide and interesting curriculum is offered and the children partake in the activities with enthusiasm. A key worker system is in place and developmental records reflect the early learning goals and record children's progress through the stepping stones. Staff reinforce children's learning with consolidation techniques including questioning and re-visiting topics. Good relationships have been established between children and staff and high expectations for behaviour are in place. Children are well behaved and share the toys and resources. The available space and resources are mostly used effectively. Children with special educational needs and English as an additional language are supported in the nursery.

Leadership and management is very good. The management have developed good relationships with staff. Individual staff's strengths and weaknesses are identified at annual appraisals and regular staff meetings are held for planning, evaluating the topics and recording children's progress. Staff are encouraged to attend relevant early years training. They are aware of their roles and responsibilities within the setting.

Partnership with parents is very good. Parents receive information in writing and verbally with regard to the day to day running of the setting. Regular newsletters are issued and parents are invited to attend the planning meetings. Weekly records including the daily planning and evaluation of activities are given to parents. These do not include information regarding individual children's achievements. Staff meet with parents every three months to discuss their child's progress.

What is being done well?

- Children relate well to each other, adults and visitors to the setting. They are well behaved and share the toys and resources showing co-operation with their peers.
- Children are beginning to recognise letters and show confidence in forming letters. They are offered a variety of activities to encourage them to mark make and practise their emergent writing. Most children are able to recognise their names and some recognise familiar letters in the names of other children.
- Children have access to a good range of technology within the daily activities. This includes a computer, calculators and taking photographs with the digital

camera.

- Parents are invited to attend the regular planning meetings. Information with regard to the daily planning and evaluation is shared with parents on a weekly basis and written comments from parents on these records are welcomed. Regular three monthly meetings are held between the key worker and the parents to discuss children's progress within the setting.

What needs to be improved?

- weekly activity sheets, to include the sharing of information with parents with regard to their child's individual achievements within the week
- sound levels within the nursery to ensure that the older children are not distracted at group times by noise from other areas of the nursery.

What has improved since the last inspection?

The nursery have made generally good progress since the last inspection. The nursery has an open planned element, with the room used by the older children joining an area used by younger children. This sometimes means that at quiet group times the older children are disturbed by the noise from other areas of the nursery. Staff working with the older children are aware of this and try to plan group times so they are not too disturbed from the other areas of the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and adults, They are happy and settled and have developed strong relationships with the staff. High expectations for behaviour are in place and children are able to share the toys and resources and show co-operation with each other. Children are very independent and are able to choose the resources and activities they wish to use; many are able to work at a number of tasks independently. They participate with enthusiasm in the activities offered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage in conversation easily with each other and adults. They are keen to extend their vocabulary and enjoy finding out the meaning of new words. They are beginning to recognise letters and many are able to recognise their names and familiar letters within the names of other children. Children are offered a good variety of activities within the daily routines to mark make and practise their emergent writing. Children enjoy books and stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count up to and beyond ten and many are able to recognise numerals up to nine. Children show confidence in their ability to compare groups of numbers and this is reinforced through the activities offered, for example recording information on graphs. One to one activities are offered to extend children's abilities to match and compare. Children show confidence in their ability to use mathematical language within their play, for example big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to experience a very good range of activities to learn from first hand experiences and aid them in using their senses, for example horse riding. They are very confident in their design and making skills and have access to a range of materials. Children have access to technology within each nursery day and show confidence when using the computer and digital camera. They are able to relate to other events that have happened within their lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co-ordination and spatial awareness. They have regular access to the outside area and use a range of equipment to extend their skills, for example pedalling. Children are confident and capable in their small muscle skills and hand eye co-ordination through the use of construction materials and a range of tools. Most children are able to control pens, pencils, brushes and scissors. Children show a good awareness of personal hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children experience a good range of activities through a range of media and materials. They respond to new activities with enthusiasm and are confident in expressing their thoughts and feelings to each other and adults. They are able to explore their ideas through role play, musical instruments and malleable materials. Children enjoy the music sessions offered and enjoy singing both familiar and new songs.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There were no significant weaknesses to report but consideration should be given to the following two areas:
- develop a system of providing parents with weekly information with regard to achievements their child has made within the weekly activity sheets
- ensure that the noise from other areas of the nursery do not distract the children at group times.

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.