



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 110047

DfES Number: 580919

INSPECTION DETAILS

Inspection Date 25/11/2004
Inspector Name Christine Clint

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Childsplay Nursery
Setting Address St Mary's Road
 Hayling Island
 Hampshire
 PO11 9DD

REGISTERED PROVIDER DETAILS

Name Ms Susan Bailey

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

Childsplay Nursery has been registered since 1991. It operates from 4 rooms in purpose built premises in the grounds of Mengham School, Hayling Island, Hampshire. Childsplay Nursery serves the local community and is privately owned.

Childsplay Nursery is registered to care for 50 children and there are currently 88 children from 2 years to 5 years on roll. This includes 36 educationally funded 3 and 4 year old children. Children can attend for a variety of sessions. The setting offers support to children with special needs and with English as an additional language.

The nursery is open for 5 days a week all year round. Sessions are Monday - Friday 08:00 - 18:00.

There are 15 members of staff, 13 of whom hold child care qualifications and 1 staff member who is working towards a qualification. The setting receives support from the local early years network.

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

How effective is the nursery education?

Childsplay Nursery offers high quality provision for nursery education, children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff show knowledge and understanding of the early learning goals, which enables them to plan an effective curriculum. They provide a keen level of involvement in children's play at all times. They are aware of the learning intentions of activities and give children attention according to their needs. They include special systems for children with additional learning needs and have previously supported children who are learning English as a second language. Staff lead children's behaviour by example, they gently remind children of the quieter areas of the nursery. Time and space is well managed and staff and children follow regular routines. There are effective methods to ensure that children are assessed for progress through the evaluation of activities and through the knowledge of children's key workers.

Leadership and management is very good. The provider has established close links with local schools and other early years providers, there are cluster meetings and opportunities for training. Admissions to the nursery are focused on the individual needs of children and parents, with emphasis on building relationships with key workers. There are effective systems to evaluate the provision, although the lack of opportunity for calculating during regular routines has not been identified. There is a strong awareness of ensuring that children's and parents' needs are met.

Partnership with parents is very good. Parents are well informed about the provision, they know about topics and themes and they are involved in their children's learning. Parents are confident that they can talk to staff at any time and access their children's records of development.

What is being done well?

- The curriculum planning gives staff hints and ideas for including questions, key vocabulary, or varying resources for activities. This provides ample scope for all staff to include challenge for children of differing abilities. The learning intentions for all planned activities are displayed in each area and staff show skills of encouraging children during one to one activities. They allow children to make choices, they suggest and remind, they follow children's lead and encourage a natural progression of learning.
- Staff have competent levels of knowledge about individual children's development and they support children with additional needs. They use a picture board system to enable children with special learning needs to make decisions. Through focusing children on their own 'choice board', they effectively encourage children to concentrate and move on to the next

activity.

- Parents have access to daily information about activities, this is well displayed and gives details of what children are learning through their play. Parents are provided with suggested ideas to include activities at home, which link with the themes and topics in the nursery, for example, looking around the garden at home to see the signs of autumn and cooking with pumpkins.
- Children are encouraged to use all areas of the nursery freely, they know which activities are available in certain areas and they show confidence in moving from room to room. Older children are aware of the signs and symbols used to show how many children are in the outside area, they know that there is a maximum of eight children allowed, they show respect for the systems in place and ask when they can have a turn to play outside.
- Imaginative play is well resourced and supported by staff. The current topic involves children playing in the extended post office sorting area outside, they write and deliver letters and parcels to all the characters from the 'Jolly Postman' book.

What needs to be improved?

- the opportunities for children to learn simple calculating during regular routines

What has improved since the last inspection?

The nursery has made very good progress since the last inspection.

The provider was asked to improve the programme for language and literacy by teaching the correct shape of letters of the alphabet at all times.

Children can identify the shapes of letters, they are learning to recognise their names when they self-register, older children recognise the first letter of their name and they identify letters when staff name and sound them.

The provider was also asked to enhance the programme for mathematics by ensuring that numbers do not become too high for children to understand.

Children are counting and recognising lower numbers in many activities, numbers under ten are depicted in many areas and children use these during regular routines.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show interest and motivation, they concentrate during activities and especially during individual attention from staff. They show confidence in making choices and moving between activities. They are forming strong relationships with staff and beginning to build friendships with each other. Children respond well to routines and follow codes of behaviour, they are becoming responsible for themselves. They are learning to respect each other and understand that people have different needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with staff, they are learning to negotiate and they are encouraged to think and remember. They talk about what they know and understand. Children recognise and sound the first letter of their names. They use books often during the session for group stories or looking at pictures, staff encourage children to recognise words and text. Children have ample opportunities to write during routines and activities, children fully understand and link writing to many areas of play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use number names in many familiar contexts, they count during everyday routines and activities. Children are encouraged to use language to describe shape and size, they understand positional language, they talk about using big stamps or little stamps at the sorting office. Children can understand the symbols used to show how many children are in a certain area. They sort and thread beads to make repeated patterns. Children have less opportunities to learn simple calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to find out about the environment, they handle natural items, they notice differences and look at changes in the seasons. They are learning to construct and fit materials together, they can design and make models. They use everyday technology well and they are learning about different forms of contact. Children are encouraged to remember and talk about previous events and there are many planned activities to link with community events and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children run and chase during outside play, they climb and balance, they ride on bikes and cars. They push and pull each other on the trolley. They carry items and manoeuvre between each other and equipment. Children enjoy ball games using the parachute with staff. They learn about healthy eating, cleaning their teeth, and how x-ray pictures of bones are taken. Children have regular use of large equipment outside and manage small tools and malleable materials frequently during activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children can freely explore colours, texture and shape, they are encouraged to use natural items in their planned craft activities, they experiment with different textures to make patterns. Music and singing are included daily and children are introduced to different types of music and songs to fit with themes and topics. Children happily link their activities with well known stories, for example, delivering 'Jolly Postman' letters to 'Goldilocks' during the sorting office activities outside.

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 are no significant weaknesses to report, but consideration should be given to improving the following:
- provide opportunities for children to understand simple calculations during daily routines.

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.