



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 229107

DfES Number: 511426

INSPECTION DETAILS

Inspection Date 10/02/2005

Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Just for Starters Day Nursery Ltd

Setting Address Russell Bank Road
Sutton Coldfield
B74 4RG

REGISTERED PROVIDER DETAILS

Name Just for Starters Day Nursery Limited

ORGANISATION DETAILS

Name Just for Starters Day Nursery Limited

Address Russell Bank Road
Sutton Coldfield
West Midlands
B74 4RG

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

Just For Starters Day Nursery opened in 1993. It operates from a single storey building with a fully enclosed garden in the grounds of Four Oaks Infant and Junior Schools which are situated in Sutton Coldfield. The nursery serves the local and surrounding areas.

There are currently fifty nine children from two to five years on roll. This includes thirty three funded three year olds and twelve funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week and closes for Bank Holidays and one week at Christmas. Sessions are from 07:30 until 18:00.

Thirteen part time/full time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from 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?

Just For Starters Day Nursery offers a happy and welcoming environment where staff provide a variety of play opportunities for children to make generally good progress towards the early learning goals. They make very good progress in knowledge and understanding of the word, physical and creative development.

The quality of teaching is generally good. Staff plan a good variety of interesting activities for children which are linked appropriately to the early learning goals. Relationships between staff and children are good, and children with special needs are well supported. Staff use effective language to support children's thinking, they encourage children to be independent and to develop their self care skills. Some adjustment to the organisation and structure of group times would improve children's concentration, listening skills and influence their behaviour positively. Staff observe and record children's progress, however the current assessments used do not clearly link to the early learning goals to inform future plans for children's learning.

Leadership and management is generally good. Staff have a clear understanding of their role and responsibilities and are actively encouraged to access further training. The manager works alongside the staff to provide a positive learning environment for children. The setting works closely with the Early Years Development and Childcare Partnership and have achieved a quality assurance award. Close links have been established with the local school which helps ease children's transition into school.

Partnership with parents is very good. Open and friendly relationships exist between staff and parents. They receive relevant information on the care and educational programme provided. They are well informed about nursery events through regular verbal contact, newsletters and via notice board displays. Parents are invited to attend annual parent evenings to discuss their children's progress with staff.

What is being done well?

- Children have easy access to toys and resources and actively encouraged to make independent choices about their play activities and learning.
- Staff plan a good variety of activities for children and relationships are good. They use effective questioning to encourage children's language and thinking skills.
- Theme based activities offer children a variety of stimulating and interesting activities which are linked to the early learning goals which supports their overall development well.
- Displays of children's work is well presented and effectively builds children's self esteem and pride in their work. They are developing an active imagination through playing together in the role play area.

- Partnership with parents is well established and effective. Staff ensure parents are given relevant information about the setting and educational programme.

What needs to be improved?

- the structure and management of group activities to focus children's concentration, extend their listening skills and influence behaviour
- the assessments methods used to monitor children's learning and inform future plans.

What has improved since the last inspection?

Since the last inspection there has been generally good progress in the implementation of the action plan. There were two key issues for action.

The first key issue required the setting to limit the use of work sheets and provide more practical activities to support mathematics, early reading and writing skills.

The staff have devised an appropriate list of alternative activities to promote all areas of learning and reduced the use of work sheets. Children now have more opportunities to practice their writing skills in the writing and role play areas, staff promote the use of number as children play.

The second key issue required the setting to review behaviour management strategies during group oral sessions.

Staff have adopted new strategies to promote positive behaviour by being good role models for children, encouraging listening, talking one at a time and by using prompts/ props to reinforce expectations of behaviour. However further adjustments to the organisation and size of group sessions is needed to be more effective.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are happy and sociable within the group. They enjoy all aspects of their play and are eager to learn. Children are beginning to work and play together and show consideration for others. Children are encouraged to make independent choices about their play and develop their personal care skills. Although some daily routines could be organised more effectively to extend children's concentration and listening skills, which would have a positive influence on their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Many children can engage easily in conversation with adults and other children. They use language effectively to express their needs. Children respond well to adult questioning which promotes their thinking. They practice their writing as they play and through adult lead activities. Some children can write and recognise their names, and those of others they are beginning to link sounds and letters. Children enjoy books and stories however, their attention is at times easily distracted.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children use numbers as part of their everyday routine and are learning to count accurately up to ten. They can count using their fingers competently. Children learn to count, sort, match and sequence through practical activities. They join in discussions about size and shape, and can differentiate between big and small. Although staff could extend children's understanding of mathematical language further by offering more activities to promote their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children are happy to talk about events in their lives and learn through theme based topics about the environment and how things change. Children can investigate objects and materials using their senses and use a variety of different tools to make or build. For example they made dancing dragons, Chinese plates and moon biscuits as they learnt about other cultures and beliefs. Children use the computer on a regular basis and are developing their skills effectively.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children have a good awareness of space and move with confidence around the setting. They are developing skills in control and co-ordination and have regular opportunities to play outside. They can climb up, over and through and can use and handle a variety of tools with increasing skill, most children can use scissors effectively. Children enjoy ring games such as the farmers in his den and learn to co-operate and take turns. Their self care skills are actively encouraged and developing well.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children have access to a good range of different craft materials and resources to create their own ideas. They explore texture, colours and senses well. For example, children mixed two paints together to make another colour when painting. Displays are well presented and reflect the variety of children's craft work which helps build their self esteem. They enjoy music and are developing their imagination effectively as they play in the role play area and by taking part in rhymes and songs.

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 more effective strategies to extend children's concentration and listening skills within group activities and influence behaviour.
- Strengthen and improve the assessment methods used to link more effectively to the early learning goals, so that children's individual learning is monitored appropriately and sufficient challenges are set for older and more able children.

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.