



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 139413

DfES Number: 521936

INSPECTION DETAILS

Inspection Date 04/11/2004
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Braeside Day Nursery
Setting Address 1 Braeside Road
 Paignton
 Devon
 TQ4 6BX

REGISTERED PROVIDER DETAILS

Name Mrs Margaret Ashby

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

Braeside Nursery is a privately owned Neighbourhood Nursery. It has been registered since the 1960s, but under its current ownership since 1988. It is situated in a quiet residential area in Paignton and occupies rooms attached to the owner's home. The nursery cares for babies and children up to five years old, who are accommodated in four separate units for babies under one year, one- to two-year-olds, two- to three-year-olds and three- to five-year-olds. Children have access to enclosed play areas and there are toilet and kitchen facilities.

The nursery is open between 08.00 and 18.00 on Mondays to Fridays for 51 weeks of the year. At present there are 64 children on roll, 20 of whom are in receipt of nursery education funding. The nursery is currently supporting a number of children with special educational needs.

Three members of staff regularly work with the funded children, two of whom hold a relevant early years qualification and the third is working towards one.

The nursery receives support from Torbay Early Years Development and Childcare Partnership and the Early Years Advisory Team.

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

How effective is the nursery education?

Braeside Nursery provides good quality nursery education overall. Although there are significant weaknesses in the programme for personal, social and emotional development, children are making generally good progress towards the early learning goals in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. Staff have a sound understanding of the early learning goals. They interact warmly with children and use open-ended questioning effectively to extend learning. Activity plans demonstrate how all areas of the curriculum are covered but sometimes lack sufficient detail to structure activities effectively in order to sustain children's interest. Staff regularly assess children's progress and are developing a system for recording their observations, although this is not yet sufficiently well developed to be used effectively to plan activities that demonstrate how more and less able children are supported. Staff work well with parents and other professionals to provide good support for children with special educational needs. At present the daily routines lack sufficient structure to enable children to make appropriate choices and staff have not developed consistent strategies to manage children's behaviour effectively, which results in some disruption during the sessions.

Leadership and management are generally good. The manager provides some practical support for the room supervisor and they are aware of their strengths and areas requiring improvement. They have a good commitment to improvement and access support from other professionals.

Partnership with parents is generally good. They have access to a range of information about the activities of the group and themes that they follow. They exchange information informally about their children's progress.

What is being done well?

- Children are confident speakers who initiate conversations with their peers and adults and express their needs and feelings well.
- Staff work well with parents and other professionals to provide good support for children with special educational needs.
- Children use construction materials, small world and role-play resources imaginatively.
- Staff interact warmly with children and extend learning through effective open-ended questioning.

What needs to be improved?

- management of children's behaviour
- daily routines and structure of activities, to help children make appropriate choices and to support and extend their learning
- further development of the assessment procedures in order to use information effectively when planning activities, demonstrating how they will be adapted for more and less able children.

What has improved since the last inspection?

The nursery has made generally good progress in addressing the two key issues raised at the previous inspection. They have introduced a clear system for recording children's progress towards the early learning goals in each of the six curriculum areas, although it is not yet fully implemented or used effectively to inform planning. Parents have access to a range of information about the themes, activities, policies and procedures of the group and basic information about the Foundation Stage curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children settle well at the beginning of sessions and enthusiastically engage in activities. They confidently express their feelings and needs and usually choose and use resources independently, although some children need adult support to make appropriate choices. They are not developing a good awareness of the rules for harmonious play, for example sharing and taking turns, sometimes disrupt group activities and are often insensitive to the needs and wishes of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use language well to plan what they are going to do, for example when using construction materials. They have regular access to writing materials and enjoy writing for different purposes, for example to create shopping lists during role-play. They recognise some familiar words, such as their names and sometimes talk about slogans on their clothing. However, they have limited access to books and do not concentrate well during group story and singing sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers confidently and sometimes count spontaneously while playing. They are able to predict what number will come next and can recognise small groups of objects without counting them. They are developing a good awareness of a range of mathematical concepts as they sort, match, sequence, weigh and recreate patterns with different resources. They have limited opportunities to use their developing mathematical awareness by solving simple practical problems during everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children engage in a range of activities that encourage them to explore and investigate living and natural materials and explore features of their environment. For example, they handle sand and water and look at how ingredients change when cooked, although their learning is sometimes limited by an unwillingness to share resources. They use a range of construction materials to design and build complex and imaginative structures and use equipment such as calculators and programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and confidently both indoors and outdoors and are able to control their movements well, for example negotiating obstacles and stopping and starting safely. They regularly use wheeled toys and develop specific skills such as throwing and catching using beanbags or balls, but equipment lacks sufficient challenge for more able children. They handle tools and small resources with increasing skill and control and are developing good hand-eye co-ordination and dexterity.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children regularly choose and use a wide range of materials to create imaginative art work in two and three dimensions. They explore different ways of painting and printing, make collages using different materials and build models using recyclable resources. They use small world and construction materials imaginatively and enjoy imitating real-life experiences during role-play. They rarely use musical instruments to explore sound and do not participate well in group singing activities.

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

- establish consistent strategies for managing children's behaviour
- develop routines and structure activities appropriately to support children in making choices and to extend their learning
- further develop the use of assessment in planning activities, demonstrating how they will be adapted to support more and less 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.