



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253678

DfES Number: 546416

INSPECTION DETAILS

Inspection Date 25/02/2005
Inspector Name Esther Darling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Start Right Nursery
Setting Address 350 Trent Road
Grantham
Lincolnshire
NG31 7XQ

REGISTERED PROVIDER DETAILS

Name Startright Nursery Limited 04001596

ORGANISATION DETAILS

Name Startright Nursery Limited
Address 350 Trent Road
Grantham
Lincolnshire
NG31 7XQ

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

Start Right Nursery opened in October 2001. It operates from a modern two-story building, which has recently been extended, in Grantham. The nursery may care for a maximum of 59 children under the age of 8 years, at any one time.

There are currently 90 children on roll, of whom 24 receive funded places. Children attend on a full and part-time basis, and are cared for in 5 separate areas according to their age/developmental needs. Children with special educational needs, and those with English as an additional language attend.

The nursery serves the local area. Children have access to two outdoor play areas, one of which is covered. There is a kitchen on the premises, where meals are prepared. The nursery opens from 07:45 until 18:00 for 5 days a week, all year round, excluding Bank holidays.

A total of 25 staff work with the children, of whom over half hold a recognised childcare qualification. Two staff members hold a higher level of qualification such as NVQ level 4, and a degree. The setting receives support from a mentor from the Lincolnshire Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Start Right Day Nursery provides good quality educational provision, where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good overall, with some satisfactory aspects. The room leader has a good understanding of the six areas of learning within the foundation stage curriculum, although some of the principles of early years education are not always followed. A considerable variety of experiences are provided for the children, however planning does not identify how activities can be adapted to suit children who learn at different rates. The routine of the day offers some good child-led activities, however time is not yet managed to full effectiveness, during certain time-slots within the day. The majority of staff manage behaviour sensitively and effectively, and this ensures the welfare and development of children. Staff observe and record children's development, but it does not clearly show their progress along the stepping-stones to the early learning goals. All staff work directly with the children throughout the session, using methods such as conversation during play, and learning-time sessions, to extend children's language and knowledge. Resources such as imaginative and construction toys are made accessible to children.

The leadership and management are generally good. The manager is strongly committed to improvement of the provision, however, not enough time is spent in the pre-school unit to monitor the effectiveness of the sessions.

Partnership with parents and carers is generally good. Good quality information is provided about the general nursery provision. Parents are not yet encouraged to share what they know about their children, prior to their placement in the pre-school unit. Parent's evenings enable them to view assessment records, and liaise with teaching staff, however parents who do not attend do not always have access to this information.

What is being done well?

- Children have a strong exploratory impulse, showing a positive approach to new experiences. They are becoming independent, and are able to select resources for themselves.
- Children are developing a sound knowledge and understanding of the world, and resources that they have access to support this, to enable them to gain a sense of the features of their environment.
- Children plan and choose what they want to play with at certain times of the day, and some of the most productive learning comes from these sessions, where children are able to initiate and follow their ideas.

- Staff work hard to reinforce children's learning when covering a certain topic. They talk to the children and ask questions to extend and challenge what they know.

What needs to be improved?

- the use of the system for assessing children's progress towards the early learning goals of the foundation stage of the National curriculum; which at present does not clearly show what the children know, understand and can do, with regard to the stepping stones
- the use of time throughout the day, which involves children sitting down for long periods of time during adult-led sessions, which are not geared to the principles of early years education
- the management of some specific learning activities, where adults are overly directive, thus limiting children's opportunities to think for themselves
- the effectiveness of the programme for cultural development, which also links to a sense of community and self-confidence and esteem

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle into the nursery quickly at the beginning of the sessions, with some adult support, and become involved in chosen activities for long periods of time. They are tolerant of each other, and share well. Children learn about different cultures, for example by celebrating Diwali, however insufficient thought is given to celebrating of customs and festivals of children who attend the setting. Children enjoy being independent whilst pouring their own drinks and serving vegetables.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to favourite stories, and offer information in relation to what they have just heard, regarding their own experiences, such as what they like to eat. They are not yet independently selecting books to look at, and some children are overwhelmed when expected to speak in some large adult-led groups. Children are starting to attempt to write for different purposes during role-play. They are also beginning to distinguish one sound from another in rhyming sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy games and more practical activities where they learn about different shapes. However some sessions involve children being expected to follow too many instructions, and focusing on one small area of learning. This impacts on their level of interest, and therefore reduces the learning opportunities. Older children can solve simple problems by calculating with numbers up to five in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn whilst having fun when they show an interest in why things happen and how things work, for example, when using simple remote control toys. Tools and resources to promote designing and making skills are not yet of a sufficiently wide range. They learn about the features of their environment through small world toys such as puppets, the fire station and the farm. This is consolidated through first hand experiences of nature, people and animals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an awareness of the importance of staying healthy, through eating nutritious meals, which they actively choose when serving themselves, and brushing their teeth after lunch. They play outside with a variety of different equipment on a regular basis. However, challenge for more able children to build on their whole of body co-ordination, such as climbing, is not presented as often as needed. Their skills in using small tools such as scissors, are progressing very well.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children draw on their own life experiences, and enjoy playing animatedly in the role-play area. For example, whilst playing in the 'take-away pizza parlour' a growing descriptive vocabulary is used, and many other areas of learning are covered as well as self-expression. Chances for children to initiate their own ideas, and thus consolidate their learning by extending activities based on this are limited. Children are good at differentiating colours and enjoy experimenting by mixing paint.

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 way the assessment system is used. This should show how children's progress through the stepping-stones to the early learning goals of the foundation stage of the National curriculum is plotted on a regular basis.
- Re-evaluate the routine of the day to ensure that children are not sitting down for unnecessarily long periods of time during adult-led activities. This should be in line with the principles for early years education.
- Review the management of activities to ensure that adults are not overly directive, and they actively encourage children to initiate their own ideas and make their own decisions. This should mean that children spend less time waiting for others, and are able to choose from a wider range of resources to extend their learning.
- Consider how children's immediate family customs and religious beliefs are shared, in order for them to be recognised. This should enable children who attend from minority backgrounds to develop a strong sense of self-value, and allow others to develop an understanding and respect for such 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.