



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 306427

DfES Number: 583722

INSPECTION DETAILS

Inspection Date 21/07/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Marigold Day Nursery
Setting Address 1 Milner Cop
Heswall
Wirral
Merseyside
CH60 5RJ

REGISTERED PROVIDER DETAILS

Name Mrs Kathleen Moore

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

Marigold Day Nursery opened in June 1997. It operates from premises in the centre of Heswall, which is on the Wirral. Marigold Day Nursery serves the local area.

It is registered to provide care for a maximum of 60 children of whom no more than 19 are aged under two years old.

It is registered to obtain Nursery Education Funding on behalf of the parents of 3 and 4 year olds. Children attend for a variety of sessions. The setting will support children who have special needs and also children who speak English as a second language.

The nursery opens five days a week all year round except for public holidays and the period in between Christmas and New Year. It is open from 8.00am to 18.00 pm.

Staff are employed on a full and part time basis at the nursery. Most of the staff have early years qualifications to NVQ Level 2 or 3 and some staff hold the NNEB certificate. Other staff are currently working towards a recognised early years qualification.

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

How effective is the nursery education?

Marigold Day Nursery provides children with very good quality nursery education which enables the children to progress effectively towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the early learning goals for children which ensures that the provision in each area of learning is very good. Planning is thorough with all areas of learning being given appropriate emphasis. Staff maintain a good balance between activities that are led by adults and those that the children initiate themselves. Staff challenge the children effectively and use appropriate methods for both the three and four year olds to learn. The key worker system in operation makes a positive impact on the children's ability to form good relationships. Staff know the children well and make regular assessments of the children's attainment and progress towards the early learning goals. Although these assessments are shared with parents regularly, currently no note is made of the child's learning at home.

Leadership and Management is very good. Staff work very effectively as a team because the nursery is well led and managed. Systems are in place to ensure that each member of staff is aware of their roles and responsibilities within the room. Practices and procedures are constantly reviewed to ensure that they are up to date and relevant. Effective appraisal and monitoring systems are in place that identify staff strengths, weaknesses and possible training needs.

Partnership with parents is very good. Parents are supplied with good quality information about the setting and its provision. They are well informed about their child's progress towards the early learning goals through close liaison with parents at the beginning and end of every day and through the six monthly written reports. However, parents do not have easy access to the detailed plans made by staff of the activities planned for their child.

What is being done well?

- Staff's secure knowledge and understanding of the early learning goals for children ensure that all areas of learning are planned effectively.
- Thorough assessments of the children's progress towards the early learning goals ensure that activities provided for the children build effectively on what they already know.
- Children's behaviour is very good. The key worker system in place has a positive impact on the children's ability to form good relationships with both adults and other children.
- The setting is led and managed well. Staff are monitored effectively and strengths, weaknesses and possible training needs are identified quickly.

- Partnership with parents is good overall. They are supplied with good quality information about the setting, the areas of learning and their child's progress towards the early learning goals. They are able to be involved in their child's learning effectively.

What needs to be improved?

- partnership with parents by giving them more access to the good quality day to day activities planned for their children
- assessment of the children's attainment and progress by including observations made by parents of their child's learning at home.

What has improved since the last inspection?

Following the last nursery education inspection, the setting were asked to address three key issues which related to the areas of mathematics, technology and physical development. Progress with these has been very good. More resources are now available to support mathematics and technology. Staff have received training in all three areas and have sought the advice of their advisory teacher. Planning and assessment procedures have been reviewed and this now ensures that these areas are now strong and have a positive impact on the children's ability to work towards the early learning goals effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are forming good relationships with each other and the adults working with them as a result of the key worker system in operation. Behaviour is very good. The children are beginning to understand the need for rules and are developing coping strategies to deal with unexpected events. The children have a high level of personal independence particularly when serving their own snack and lunch. The older children offer to help the younger ones dress in role play clothes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's reading skills are developing very well. They make their own books, which along with the rich supply of both fiction and non fiction books available enables them to understand that pages turn and that print carries meaning. Writing skills are developing when they use their writing table to write their names and some simple words with some older children beginning to use punctuation. The children enjoy interacting with each other, making up their own stories during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children use number well. They are able to count to ten and beyond with ease. The wide range of number rhymes and songs they know support their mathematical thinking effectively. They compare numbers in a set and can recognise the largest and smallest numbers. They are beginning to combine two sets to find a total through dice work. Dough activities enable the children to use mathematical language of size and work with balances encourages them to use the language of weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through closely linked theme work the children are able to investigate mini beasts, finding butterflies, slugs and spiders in their environment and observing some of their features. They use technology to support their learning effectively. They are able to use the computer to make colourful pictures and print them out. They are developing a sense of time when talking about and recording the weather and when recording the growth of seeds they have planted over a period of time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move with confidence in the regular music and movement sessions and enjoy taking this into the environment, moving imaginatively while pretending to move like mini beasts outside. They are able to climb on large equipment and use stepping stones to balance effectively. They negotiate space successfully when running and chasing outside. The children use dolls to look at peoples needs with regard to eating, sleeping and hygiene and understand the need to wash their hands before food.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children explore colour with open access to free painting. They look at pictures of butterflies in reference books and try to mix colours to match. The children know and enjoy a wide range of songs which they sing from memory, sometimes accompanying themselves with instruments and making up their own words. They use their imagination in role play pretending to hunt for bug in a rain forest. The children talk about their feelings, relating happy and sad times during the regular circle time.

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:
- giving parents access to the day to day plans made by staff and by including observations made of their child's learning at home in their child's attainment records.

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.