



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY259506

DfES Number: 524218

INSPECTION DETAILS

Inspection Date 19/01/2005
Inspector Name Susan Riley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Southwell Day Nursery
Setting Address 17 Allenby Road
Southwell
Nottinghamshire
NG25 0NL

REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 2809756

ORGANISATION DETAILS

Name Just Learning Ltd
Address 43-45 High Street
East Malling
West Malling
Kent
ME19 6AJ

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

Southwell Day Nursery is part of Just Learning Ltd. The nursery opened in 1996, but was taken over by the present owners in 2003. It operates from a purpose built building, which is situated in the town of Southwell, Nottinghamshire. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year, closing for main bank holidays only. All children share access to a secure enclosed outdoor play area.

There are currently 67 children from 12 weeks to 4 years on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs ten staff. Seven of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance, and receives support from the Nottinghamshire Early Years Development and Childcare Partnership. The nursery was awarded the Pre-School Learning Alliance accreditation in 2002.

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

How effective is the nursery education?

Southwell Day Nursery provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals. In the area of personal, social and emotional development the progress they are making is very good.

The quality of teaching is generally good. Relationships between children and staff are good, staff actively play with the children to enhance their learning. Staff have high expectations of children's behaviour and promote this through positive praise and encouragement. A range of activities are planned to cover the six areas of learning. However, at times children's individual needs are not being met as the learning intention is not clearly linked to the stepping stones of the early learning goals. The use of the assessment records are not used effectively to aid the planning of activities to further children's individual development.

The leadership and management of the setting are generally good. The whole nursery has a committed approach to meeting the needs of all children in their care. Suitable strategies are in place to monitor the provision and practice, however staff do not effectively evaluate children's learning. Staff work very well together as a team and are good role models for children.

The partnership with parents and carers is generally good. Parents are provided with good clear written information about the setting and its provision. There are regular opportunities for parents to speak to staff and share their observations of their children's interests, play and learning although limited use is made of these comments to inform the planning of the next stage of learning. Relationships between the staff and parents are open and friendly.

What is being done well?

- The children have many opportunities for counting during the activities and within the daily routines. Children's counting skills are very good.
- Staff use effective strategies to promote good behaviour, they give children clear and consistent boundaries. Their calm and polite manner sets a good example for children.
- Staff build good, warm relationships with the children which promotes their confidence and self-esteem. The children are confident, sociable and work co-operatively with one another.

What needs to be improved?

- planning to ensure the full range of early learning goals are effectively

covered

- more regular assessments of children, and for these to inform the planning of future activities

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive approach to learning and new experiences. They demonstrate independence in selecting and carrying out activities. Children are confident to speak in familiar groups. Most children display good levels of concentration. Children are forming good relationships with their peers and adults, they are able to take turns, share and work as part of a group. They demonstrate an understanding of the boundaries of the behavioural expectations within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language in their imaginative play. They interact and talk with others. Children enjoy listening to stories and respond with enjoyment to singing songs. Linking of sounds to letters is developing, they are able to recognise and say their initial letter of name. They understand that print carries meaning and children can recognise their own name. More able children can write their own name, however there are limited opportunities for children to write or make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's counting skills are developing very well, most children are able to count confidently beyond ten. Some children are starting to recognise numerals and demonstrate the value of numbers, also their placement. Some children are confident in the addition and subtraction of one more or one less. They use mathematical language within their play, demonstrating understanding. Children enjoy number songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to develop an understanding of their own culture and beliefs and those of other people. Some children design and build well with a range of resources. Children demonstrate a good sense of time and place by talking about the past and present events in their lives. Some children know how to operate simple equipment. Some children investigate objects and materials using their senses, look at and notice change.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence, control and co-ordination around the setting. They are developing a good awareness of personal space for themselves and others. Through the daily routine and activities children are recognising the importance of keeping healthy. Some children use a range of large and small equipment confidently and with increasing control. Some children are competent in using a variety of tools and materials within their play and to support their independence at mealtimes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children play imaginatively in a variety of role-play situations; they take on various roles and play co-operatively as part of a group. Children explore colour, texture, shape, form and space in two and three dimensions through practical activities. Children respond in a variety of ways to what they see, hear, smell, touch and feel. They competently sing songs and rhymes from memory. Children have limited opportunities to be creative for themselves within their art and design work.

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

- improve planning, to offer a balanced curriculum, which has clear learning intentions of what children are intended to learn, which is in line with the stepping stones of the early learning goals,
- assessment systems, using the information gathered from the monitoring and evaluations of children's learning, to aid the planning of activities to further children's individual development,

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.