



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509090

DfES Number: 516669

### INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Glenda Sinclair

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Dimson Day Nursery & Kids Club
Setting Address	Lower Dimson Farm Gunnislake Cornwall PL18 9NS

### REGISTERED PROVIDER DETAILS

Name	Mrs Patricia French
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## 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

Dimson Day Nursery and Kids Club opened 19 March 1990. It operates from four rooms on two levels in a purpose-built building in Gunnislake. Toilet and washing facilities are located on each level. There is a fully enclosed area available for outside play. It serves the local area and the surrounding villages within a ten mile radius.

There are currently approximately 70 children from 12 months to 8 years on roll. This includes 30 funded 3 and 4 year olds. Children attend for a variety of sessions. The nursery also supports children with special needs and those who may speak English as an additional language.

Dimson Day Nursery and Kids Club opens five days a week all year round, with the exception of one week at Christmas. Sessions are from 07.30 until 18.00. It also operates a before-and-after-school club as well as a holiday club.

Nine staff work with the children. Eight staff have early years qualifications to a National Vocational Qualification (NVQ) at Level 3. One member of staff is currently working towards an NVQ at Level 4 and another to an NVQ at Level 3. The nursery receives support from a teacher from the Early Years Development and Childcare Partnership. The nursery also belong to the Pre-School Learning Alliance and the Kids Club Network.



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

### How effective is the nursery education?

Dimson Day Nursery and Kids Club offers provision which is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals. A particular strength of the nursery is the work children do to develop their knowledge and understanding of the world. Children happily discuss significant events in their lives. They are given wonderful opportunities to experience the natural world at first hand.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage. They do regular and thorough assessments, which are linked to the stepping stones. Their knowledge of the children helps them to offer support or extension, as appropriate. They plan a wide, stimulating range of activities and achieve a good balance between structured and free play. Through discussion it was ascertained that, although written plans are linked to the areas of learning, staff actually work to the stepping stones. Staff make good use of space. Low, deep window sills are used for imaginative displays such as the life cycle of the hedgehog. The nursery is surrounded by fields. Staff use this land as an outside classroom and give the children opportunities to watch horses, sheep and fowl in their natural environment.

Leadership and management is very good. The management is committed to training. The staff work closely as a team and feel strongly about the importance of learning through play. There are regular staff appraisals and staff meet together to share information. The reception teacher and the paediatrician, responsible for three year checks, provide regular feedback to the management.

Partnership with parents is very good. Parents praise the caring, homely atmosphere and find staff very approachable. Parents are able to share information with staff. Children benefit from this mutual trust and settle well. Parents have the opportunity to be involved with their child's learning.

### What is being done well?

- Children behave well. They are polite and are encouraged by staff who use praise appropriately to reward hard work and encourage good behaviour. Staff set simple rules and expect children to adhere to them. They also use distraction, usually singing nursery rhymes, to occupy children at potentially difficult changeover times.
- Children talk very confidently to adults. They listen well to stories and respond appropriately to simple instructions.
- Children count at every opportunity, encouraged by staff. Older children easily recognise small, medium and large and most are able to follow a bead pattern.



- Children have many opportunities to experience the natural world for themselves by feeding birds, gardening and visiting the many animals in the surrounding fields. They show awareness of significant events in their lives and talk to each other about them quite happily.

**What needs to be improved?**

- the link between planning and the stepping stones

**What has improved since the last inspection?**

There has been very good progress since the last inspection. Staff were asked to encourage children to form letters correctly when writing their names with appropriate use of upper and lower case letters. They were also asked to put slightly more emphasis on mathematics to ensure a breadth and balance of coverage of the desirable learning outcomes in this area, to plan more opportunities to recognise and recreate mathematical patterns.

Management and staff have addressed these issues successfully. They follow a commercial system and children do regular work on letter formation. A writing area is permanently in place to encourage children to 'write' whenever they wish. Staff have also provided a mathematics area, where children have access to pattern and shape cards. They have also purchased a set of 'compare bears' and do regular work on size, shape and pattern.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with staff. This enables them to separate confidently from their parent or carer. Staff encourage politeness and good behaviour. Children are aware of right and wrong. One child said a rude word and was told firmly by two other children 'It's naughty and rude!' Staff foster independence. Children take themselves to the nearby toilets and try to put on their own coats. Snack time is a social occasion. Children chatter happily about their lives outside nursery.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to adults. 'I'm going to have some purple sparkly shoes.' They respond well to simple instructions and listen attentively to stories, responding appropriately to the adult's questions. Children are beginning to recognise the letter sounds at the beginning of words, and are often able to recognise a word from an adult's clue. Older children are able to write their name correctly. All children have access to a writing area, stocked with paper and pencils.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff encourage children to count regularly. Older children count easily to ten. Some are able to write the numerals. Children show an awareness of basic calculation and know that three added to one makes four or that two hands together makes ten fingers. Children do work on pattern, size and shape. Most can distinguish between small, medium and large bears. Older children are able to copy a simple bead pattern. A four-year-old was able to name all the shapes except a diamond.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff plan a range of activities to help develop children's knowledge of other cultures and festivals. These include looking at reference books and exploring cookery, art, music and dance. Children talk about significant events in their lives such as trips and birthdays. They go out into the fields to see sheep shorn, visit newborn lambs and to watch geese, ducks and horses in their natural environment. Children do simple experiments such as timing ice melting in various circumstances.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show an awareness of space. They avoid obstacles and run about, starting and stopping at will. Their hand-to-eye co-ordination is good and they use large and small equipment well. They are developing bodily awareness. A young child said 'My belly is rumbling' and when asked why, she replied 'cos I'm hungry'. They know that when they run about they get hot. Staff encourage an awareness of safety and children know that they must run to 'their' grown-up when they hear a whistle.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy singing simple rhymes and joining in with the actions. Staff use music and dance to supplement topic work. Staff provide resources such as a cave under the sea to stimulate children's imagination and conversation. The view from a submarine prompted discussion about various forms of sea life. Children have access to a tactile table at every session and this is also a fruitful source for new vocabulary. They have opportunities to do collage and modelling with re-cycled materials.

**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 the following:
- the planning to ensure that links with assessment and stepping stones for individual children are made clear.

*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.*