



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205401

DfES Number: 530272

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Happylands Day Nursery
Setting Address Lyppard Grange Community Centre
Ankerage Green
Worcester
Worcestershire
WR4 0DZ

REGISTERED PROVIDER DETAILS

Name Mrs Carole Anne Pugh

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

Happylands Day Nursery opened in 1998. It operates from purpose built premises within the community square in Lyppard Grange, Worcester and serves the local area. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday for 49 weeks of the year from 08:00 to 18:00.

There are currently 53 children from 3 months to 5 years on roll. This includes 17 funded 3-year-olds and 4 funded 4-year-olds. Children attend for full day care. The nursery currently supports a number of children with special needs and who speak English as an additional language.

The nursery employs 14 staff. All of the staff, including the manager, hold appropriate early years qualifications. The setting receives support from an early years mentor from Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Happylands Day Nursery provides very good nursery education. All children are making very good progress in the six learning areas.

Teaching is very good. Staff have a clear understanding of the Foundation Stage stepping-stones and early learning goals. Staff plan creatively and they organise space and resources imaginatively, including those resources which promote other cultures and social diversity. Staff effectively use their evaluation of children's learning and the impact of the activities on the children to plan for the differentiation in development and children's individual needs. Staff know the children well and children respond positively to their sensitive interaction. Children with special education needs and those who speak English as an additional language can be supported well by experienced staff.

Leadership and management are very good. There is effective teamwork, which ensures good communication and contributes to the smooth running of the nursery, staff are good role models. They contribute to the curriculum and take responsibility for the assessment of the children's progress. Both the management and staff are dedicated to ongoing improvement of the nursery education to provide good quality care and education by monitoring what they are doing.

Partnership with parents is very good. Parents are welcome in the setting and staff work closely with families, providing regular informal and formal opportunities to discuss their children's progress. There is a comprehensive range of useful information provided for parents about the setting. This includes what is happening each week and useful advice on how to expand their child's play at home.

What is being done well?

- The planning for the nursery education for the three to five year olds is skilfully documented. It is used effectively to provide a stimulating and interesting range of activities, which meets children's individual needs. Children learn through play and themes and projects develop the children's interest in the world around them.
- Children enjoy singing and rhymes, music is imaginatively used to provide children with opportunities to count and recognise letters of the alphabet and their name, Confident children stand up and sing their favourite song and less confident children feel secure enough to join in.
- Staff provide projects for children to observe and record how plants and seeds grow. Children explore and experiment to see how things work, for example what makes a sycamore seed spin.
- There are many opportunities for children to develop their physical skills in

planned and spontaneous activities indoors and outdoors - such as practising their 'brain gym' in the morning to help with coordination or enjoying using the outdoor climbing equipment and trikes.

What needs to be improved?

- the continuing development of mark making play props within imaginative play
- visual images and opportunities within everyday activities for children to see and use numbers.

What has improved since the last inspection?

Very good progress has been made since the last inspection.

The nursery was asked to expand the educational programme to include long-term plans describing opportunities for learning in each of the six areas of development. Also to extend session plans identifying the desirable learning outcomes children are expected to learn from the activities.

Planning is now effective and thorough, showing the learning objectives relating to the Foundation Stage stepping-stones and early learning goals. Details are also included of the differentiation in development levels to accommodate children's individual needs. Resources, groupings of children and whether an activity is child centred or adult led are clearly indicated. Assessment of children's development is clear and contributes to effective planning. Informative evaluative comments about the planning and how it impacts on the children's learning and development are used well.

Staff were asked to share with parents information on the educational provision in the six areas of learning. Staff now provide a notice board which displays what the children are doing each day, the theme for their play, and the colour and number used in the planning for the week. This provides a welcoming talking point when parents collect their children. There is also a pre-school activity letter sent home each month. This informs parents about the theme, letters, colours and the objectives to be met within the focus activities. Additional information expands activities for parents so they know the songs and rhymes children learn. There are suggestions and ideas about what activities they could introduce at home. Children also take a special soft toy home at weekends and they are helped to fill in a diary of what happens to the soft toy, this helps links with home and nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence and self-esteem. They are interested and keen to learn. Most children are able to sit and concentrate very well, for example they join in singing and movement games with self-assurance. Children are encouraged to be independent, older children take care of their personal needs and they all enjoy helping with tasks. Children behave well, most can share and take turns. Within free play children show consideration for each other and are forming friendships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff and each other. Staff skilfully extend children's vocabulary, such as when looking after the dolls in the baby clinic. They avidly join in with the numerous well planned songs, rhymes and stories. Children enjoy books. Some children are starting to make marks to convey meanings but play props to support this are not well defined within imaginative play. Most children are beginning to link sounds to letters and recognise their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and most confidently use and understand numbers up to ten and above. They enjoy numerous number games and songs, such as 'Tapping Teddies'. However, not many visual images of numbers are provided within everyday activities. Most children can describe position, match and compare size through many activities, for example when cooking children go and buy the ingredients then weigh and judge quantities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently explore, observe and record what they see - such as growing bulbs and seeds. They comment on the changes in the weather and are becoming aware of time and can identify future events and recall the past well. Children construct and design three-dimensional objects and also use simple computer programmes with increasing confidence. They go on nature walks to explore the local environment and learn about the wider world through well organised projects.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy practising their physical skills both indoors and outdoors. Well organised activities promote muscle coordination. Within free play children confidently move in different directions, show increasing awareness of space and regard for others. Staff encourage children to follow a healthy lifestyle and diet. All children are starting to use a wide range of tools and malleable materials, such as play dough and older children show increasing skill when using pencils and scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can be seen playing imaginatively in a wide range of role-play situations - such as caring for babies and talking with friends about how they do this. They join in singing their favourite songs and staff use puppets and play props to extend younger children's concentration in a large group. Children are able to use paint and to draw to express their ideas and they explore a wide range of creative materials such as junk modelling and play dough.

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:

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- the continuing development of mark making play props within imaginative play
- visual images and opportunities within everyday activities for children to see and use numbers.

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.