



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY240956

DfES Number: 546462

### INSPECTION DETAILS

Inspection Date 28/02/2005  
Inspector Name Katherine Powell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Wygate Foundation Nursery School  
Setting Address Spalding Primary School  
Woolram Wygate  
Spalding  
Lincolnshire  
PE11 1PB

### REGISTERED PROVIDER DETAILS

Name The Committee of Wygate Foundation Nursery School 1094083

### ORGANISATION DETAILS

Name Wygate Foundation Nursery School  
Address Spalding Primary School  
Woolram Wygate  
Spalding  
Lincolnshire  
PE11 1PB

## 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

Wygate Foundation Nursery School opened in 2002. It operates from two mobile classrooms within the grounds of Spalding Primary School. The nursery is managed by a voluntary committee which includes parents and representatives from the school. The nursery serves children from the town of Spalding and surrounding rural areas.

There are currently 46 children on roll all of whom are in receipt of nursery education funding. Children attend for either five mornings or afternoons each week. The settings supports children with special needs and also a number of children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 and 12.45 until 15.15.

The nursery employs four members of staff to work with the children. The provision is managed by a qualified teacher and the deputy and a part-time nursery assistant hold recognised childcare qualifications.

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

### How effective is the nursery education?

Children are making generally good progress overall towards the early learning goals. In five areas of learning they are making very good progress.

The quality of teaching is generally good. Staff provide a balanced range of activities to cover the six areas of learning, although free play activities are not organised effectively to fully encourage children to make independent choices about their learning and play or to enable them to access a wide variety of resources. Focused activities are adapted effectively to meet children's varying abilities and provide good challenge for more able children. Staff know children well and regularly assess their progress and development. Assessments are used effectively to inform future planning and to identify the next steps for children's learning. Procedures are in place to provide good support for children with special needs and for those who speak English as an additional language. Staff interact effectively with children and extend their learning through careful questioning, particularly when promoting children's mathematical skills. The nursery is well resourced and staff make very good use of the outdoor areas for physical activities.

Leadership and management is very good. There is a supportive management committee who work well together with the staff. The commitment to continuous improvement is demonstrated through regular staff meetings, the staff appraisal system and opportunities for staff to access further training.

The partnership with parents is generally good. Parents receive useful information about the provision and the curriculum. Information regarding children's general progress is shared verbally by staff and via an annual written report. However, specific assessment records, including children's individual progress through the stepping stones towards the early learning goals, are not readily available to parents, nor are parents currently contributing directly to the assessment process.

### What is being done well?

- Strong leadership ensures staff are well supported and are actively encouraged to undertake further training. Staff have regular opportunities to meet and share good practice.
- Staff work well as a team and plan the curriculum effectively to ensure all areas of learning area covered. Assessment records are used well to plan the next stages in children's learning.
- Staff interact effectively with children during practical activities and extend their learning through careful questioning. They ensure activities are adapted to meet children's individual needs and abilities.
- Staff provide a stimulating learning environment which incorporates a rich variety of print and attractive displays of children's art work. Space is used

effectively to provide opportunities for indoor and outdoor activities.

- Staff are good role models and have formed effective relationships with children. Very good standards of behaviour are maintained.

**What needs to be improved?**

- the organisation of free play activities
- the availability of children's progress records to parents.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's behaviour is very good and they learn to concentrate and persevere with more challenging tasks. They relate well to each other and approach adults with confidence. They show care and concern for others and learn to take responsibility for their own actions. The organisation of some activities restricts children's ability to freely select from a wide range of activities and resources. Through topic work and activities they are developing their awareness of diverse faiths and cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and enjoy exploring the sound of words through stories and poetry. They are developing a wide vocabulary and confidently converse with adults. They can recognise their names and see a rich variety of print within the setting which supports their reading skills. Children learn to write for different purposes during role-play activities. They are developing their awareness of the alphabet and letter sounds through planned activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use numbers in everyday situations and count confidently in sequence to ten and beyond. More able children can recognise some numerals. Children's understanding of addition and subtraction is developed through practical activities and daily routines. They can recognise and describe familiar shapes and more able children can devise simple repeating patterns. They use a wide range of mathematical language to describe position and to compare size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to visit the local environment and meet people from the community. They talk about their own lives and people they know. They explore the natural world using their senses and learn about living things, seasonal changes and life cycles through direct observation. They construct and build intricate models using a variety of resources and learn how to assemble and join materials. They use a range of technology equipment to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of equipment, both indoors and outdoors, to support them in developing their whole body skills. They move around safely and confidently and handle tools and small apparatus with increasing control. Through discussion and daily routines children are developing their understanding of the effects that exercise, a balanced diet and good hygiene can have on their health.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children freely explore a variety of media and materials to help them learn about colour, shape and texture. Children have learnt a variety of songs and have frequent opportunities to play musical instruments, explore different sounds and move in response to music. Children express themselves imaginatively during role-play activities. They respond to different experiences, such as food tasting activities, using appropriate senses.

**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**

- ensure the organisation of free play activities fully encourages children to make independent choices and enables them to select from a broad range of resources and equipment
- review the system for recording children's progress along the stepping stones to ensure that information regarding children's attainment is made freely available to parents and that parents have opportunities to contribute to these records by sharing what they know about their child.

*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.*