



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143561

DfES Number: 513390

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Barbara Christie

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Storytime Nursery School
Setting Address	Kersey House Queens Place Southsea Hampshire PO5 3HF

REGISTERED PROVIDER DETAILS

Name	The Committee of Storytime Nursery School
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ORGANISATION DETAILS

Name	Storytime Nursery School
Address	Kersey House Queens Place Southsea Hampshire PO5 3HF

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

Storytime Nursery School is situated in the Southsea area of Portsmouth and has been a registered provision since 1993. It is a privately owned group and the owner Janet Storey is responsible for the management and day-to-day organisation of the provision.

The nursery is based within the ground floor of a large Victorian House in a residential area of Southsea and serves children from all surrounding areas. The Nursery is open Monday to Friday, from 8.00 until 18.00, all year round excluding Easter, Christmas and Bank holidays.

At the time of the inspection, 68 children were on the register, including 18 three year olds and 12 four year olds who are in receipt of funding. None of the funded children has a recognised special educational need or speaks English as an additional language.

At the time of the inspection, 12 members of staff were employed to work with the children. Ten members of staff hold relevant early years qualifications.

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

How effective is the nursery education?

The provision for children's' education at Storytime Nursery School is generally good overall.

Children are making very good progress in all of the six areas of learning and should achieve the early learning goals by the end of the Foundation Stage.

The quality of teaching is generally good overall, staff are well qualified and experienced in working with pre-school children. Staff plan well to provide practical activities that effectively promote each of the six areas of learning. Most methods of teaching are effective, enabling the children to build on what they know and understand. However, some teacher led sessions are over directed and of a long duration. Confidence and self-esteem is developed well through appropriate praise and encouragement. Staff set clear goals and boundaries and children's behaviour is very good. Children are actively encouraged to use their own ideas and to work at their own pace during free choice play. Appropriate provision is made for children with special educational needs and/or English as an additional language. Some assessment of progress takes place but recording is incomplete and inconsistent; the system used does not provide sufficient detail of progress and attainment.

Leadership and management of the nursery is generally good overall. Staff meetings are held and these are used to share information and to identify staff training needs but records of all meetings are not retained, missing opportunities to ensure accuracy or identify areas for development.

The partnership with parents is generally good. Relationships are well established. Parents have some access to newsletters but there is no notice board or file to reinforce the sharing of information. Termly plans are displayed but the positioning of these plans does not provide easy access for review. There are insufficient opportunities to share records of assessment.

What is being done well?

- Children are keen and well motivated, and are making very good progress towards the achievement of the early learning goals. Learning is extended through practical every day experiences.
- Children are polite, there is good interaction between each other and the adult.
- Staff manage groups well, children are valued and respected and behaviour is good
- Children speak clearly and are confident to express their own ideas and experiences. They have good opportunities to develop early reading and

writing skills, and there is a good approach to mathematics.

- Resources are of good educational value and are used well to promote each of the six areas of learning effectively.
- A happy ethos is created by kind caring staff, all children are valued and treated with respect.
- Staff are well qualified and experienced, they provide appropriate praise and encouragement which promotes children's confidence and self-esteem well.

What needs to be improved?

- some aspects of leadership and management to ensure that meetings are held more regularly and that outcomes are recorded;
- some aspects of teaching, so that all methods of teaching are appropriate for children in the Foundation Stage;
- the way in which informal discussions, to identify effectiveness of activities, can be used to inform planning at a more appropriate time, to meet the learning needs of the currently funded children;
- ways of sharing outcomes of individual children's assessment with parents at more frequent intervals, other than for example, on completion of workbooks.

What has improved since the last inspection?

Very good progress has been made in implementation of the action plan from the last inspection.

The children have more and better access to a wider range of technology and physical development is promoted well through access to a range of suitable equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are keen and well motivated. They are interested in what they do, they are confident to join in and work well in both large and small groups. They respond well to directions from staff, are well aware of the nursery routine and are willing to take turns and to share fairly. Staff support well, and this builds children's confidence and self-esteem appropriately. Skills of independence are developing well; children take responsibility at tidy up time and care for equipment effectively.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have a very good vocabulary, are confident to express their own ideas and to ask questions. They listen well and enjoy stories joining in to extend meaning. Children show a good knowledge of alphabet letters and the sounds that letters make. They are able to recognise their own names and familiar words. Books are made good use of, children have easy access and reading skills are developing well. Well planned activities promote early writing skills, most children write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to develop counting, recognition and recording of numbers and shapes. Well planned activities using everyday items and educational toys are used effectively to solve simple problems; there are some good opportunities to perform simple addition and subtraction, and to create and recognise patterns. Mathematical language is developing very well and children are confident to describe and compare sizes shapes and amounts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have good opportunities to observe changes in living things. They have planted seeds and are able to identify the care required to ensure growth. Group gatherings provide good opportunity to talk about the environment and changes in weather conditions. They have good access to a range of resources for investigative purposes and children demonstrate knowledge of how these can be used. Re-cycled materials are used well for model making. There is good access to a range of technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Large apparatus is available in the outdoor area and children show an awareness of the space required when using wheeled toys. Children are confident when attending to their own personal hygiene needs, and talk about the need to protect from the sun. Resources such as brushes, pencils, cutting tools and sand and water play are used effectively to develop small hand muscles and skills of manipulation.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good support with creative development and make good use of materials to explore colours and textures, and to form in two and three dimensions. Musical instruments are well used and of good quality. Singing is a regular feature in the group. Children enjoy singing and stories and are confident to express their own ideas with regard to the outcomes. Imagination is stimulated well through free choice activities and art and craft 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

- review the current method of identifying the outcomes of meetings so that the education programme can be reviewed more effectively throughout the year;
- review aspects of teaching to ensure all teaching methods are age and stage appropriate;
- find better ways of sharing observations and assessment of children's progress and attainment with parents on a regular basis.

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.