



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 509660**

**DfES Number: 538047**

### **INSPECTION DETAILS**

Inspection Date      27/10/2004  
Inspector Name      Anne Scott

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Tops Day Nursery  
Setting Address      Castle Lane East  
                                 Bournemouth  
                                 Dorset  
                                 BH7 7DW

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Cheryl Lael Hadland

## 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

Tops Day Nursery at the Royal Bournemouth Hospital opened in March 2000. It operates from seven rooms, in a two storey, purpose built unit, within the grounds of the hospital close to Bournemouth and Christchurch. The nursery serves hospital staff, the local area and beyond.

There are currently 129 children on roll. This includes 20 funded three year olds. Children attend for a variety of sessions. The setting supports children with special needs, and children for whom English is an additional language.

The group opens five days a week, all year round. Sessions are from 06:45-18:30.

Three part-time staff and twenty eight full-time staff work directly with the children. Twenty four staff hold early years qualifications. Seven staff are currently working towards a recognised early years qualification.

The setting receives support from the advisory teacher from the 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?

Tops Day Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy and physical development is particularly well planned, and they make very good progress in these areas.

The quality of teaching is generally good. Staff have a good knowledge of the early years curriculum. They manage children's behaviour effectively, with a positive approach, and are good role models. Observations on children, and individual play plans clearly identify how children can move onto the next steps. The use of time and resources is not always effective, and the daily routine and planned activities sometimes limits opportunities for children to work independently.

Leadership and management is generally good, with a clear commitment to on-going training. The setting is one of a group of nurseries, and there are good links and communication between management and staff. There are good appointment and induction procedures for new staff, and clear systems in place for staff appraisals. The nursery provides in-house training by key skills assessors. Staff work well together as a team. However, the monitoring and evaluation of some activities is not always effective.

Partnership with parents is very good. Information about the setting is comprehensive and parents have access to an up to date website. They are provided with regular newsletters. Parents have access to their children's developmental records, and are kept well informed about their children's progress. They are involved with their child's key worker in the development of individual play plans.

### What is being done well?

- Children enjoy exploring their local environment, with regular nature walks around the lake in the grounds, in all weather. They take obvious pleasure in looking at changing autumn leaves, and the ducklings grow bigger. Parents visit the nursery in their professional roles for example police, fire officer, postman, doctor and nurses, bringing children's knowledge about the local community to life.
- Children's physical development is very well supported, and they have good opportunities to use a variety of large play equipment. They have daily access to a large trampoline, climbing and balancing apparatus. Children are confident and co-ordinated using trikes, scooters and balls.
- Children's development in communication, language and literacy is well fostered. They are beginning to use language effectively to express themselves, at news time and during daily activities, describing how a snake

might feel for example, smooth, slithery, soft, scaly. Resources are clearly labelled with text and with visual clues to help children begin to learn that words carry meaning. Children write and make marks through meaningful activities, such as shopping lists and food orders in role play.

- Children are confident and are making good relationships. They help and support each other, and are learning to negotiate and co-operate with each other in play situations.
- The setting's partnership with parents is very good. Management have developed a range of effective ways of keeping busy, working parents informed and involved, through notice boards, newsletters and an up to date website, as well as through daily discussions with key staff.

#### **What needs to be improved?**

- opportunities for children to select resources, work independently and express their own spontaneous ideas in art and design
- opportunities for children to develop their understanding of number, shape and measure through meaningful activities
- the monitoring and evaluation of some activities.

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

The setting has made generally good progress since the last inspection. Resources around the room are clearly labelled with text and a picture of the activity, to support children of all abilities.

All children are now encouraged to pour their own drinks at snack time, to develop their independence, although fruit is still pre-cut.

Children now have opportunities to write and make marks through meaningful activities, such as shopping lists and food orders in role play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle quickly at the start of the day. They are confident and are making good relationships with adults and peers alike. They are learning to negotiate and co-operate with each other in play situations. Children's behaviour is good and they are clear about what is expected of them. However, due to the organisation of planned activities, opportunities for children to select resources, and work independently are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to use language effectively to express themselves, at news time and during daily activities. Resources are clearly labelled with text and with visual clues to help children begin to learn that words carry meaning. Children have good opportunities to write and make marks through meaningful activities, such as shopping lists and food orders in role play. Children enjoy books and stories, for pleasure and reference, alone and in groups.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming familiar with number through the 'Ten Town' scheme and number rhymes and songs. They are beginning to recognise shape through adult led circle time activities. Mathematical language is being introduced, such as 'bigger, smaller, shorter and longer'. However, children have few opportunities to develop their understanding of number, shape and measure through meaningful activities, and do not always learn to solve practical problems in familiar contexts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their environment through regular outings to local shops, and the surrounding area, to support projects, such as 'food' and 'autumn'. Visitors, such as the police and fire service, come to the nursery to develop children's knowledge about the local community. Children have regular access to ICT and simple computer programmes. However, children have limited opportunities to investigate and select tools and materials independently.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to use a variety of large play equipment, for climbing, bouncing, balancing and pedalling. They are confident and co-ordinated; using trikes, scooters and balls. Children move with confidence around their indoor play space, with a clear awareness of others. They are beginning to use tools, such as cutters and rollers in planned craft activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children sing songs from memory, and clap to the rhythm. They enjoy musical instruments, and listening to music on pre-recorded tapes. There is a well resourced home corner, and children enjoy sustained periods of role play at set times, using their imagination well. However, children have limited opportunities to express their own spontaneous ideas in art and design.

**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 children have opportunities to select resources, work independently, and to express their own spontaneous ideas in art and design
- provide opportunities for children to develop their understanding of number, shape and measure through meaningful activities
- improve the monitoring and evaluation of some activities.

*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.*