



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 310208

DfES Number: 513646

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Jean Evans

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Forest Hall Day Nursery
Setting Address Springfield Park
Forest Hall
Newcastle upon Tyne
NE12 9AG

REGISTERED PROVIDER DETAILS

Name Northumbrian Trust Day Nurseries LTD 3162423

ORGANISATION DETAILS

Name Northumbrian Trust Day Nurseries LTD
Address 254 Chillingham Road
Heaton
Newcastle upon Tyne
Tyne and Wear
NE6 5LQ

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

Forest Hall Day Nursery opened in 1992 and is one of four private day nurseries owned by Northumbrian Trust Day Nurseries. It is situated in North Tyneside in the Forest Hall area of Newcastle. The purpose built accommodation has an extensive outdoor area, and funded children work together in the 'early years room'.

The nursery offers full and part time places for 79 children from 3 months to 5 years. At present, 22, three-year-olds and 1, four-year-old receive nursery funding. There are no children attending with special educational needs, although there are appropriate procedures in place for such children. There are a small number of children attending for whom English is an additional language.

The nursery is open for 52 weeks of the year each weekday from 07.30 until 18.00.

Four nursery staff work with the funded children and all have a recognised qualification in child care. Five senior staff members are presently working towards a qualification in management. In addition, the nursery receives professional support from Sure Start North Tyneside. The nursery gained the 'Investors in People' award in 2002 and is committed to gaining the National Day Nurseries Association 'Quality Counts' assurance scheme award.

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

How effective is the nursery education?

Forest Hall Day Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas.

The quality of teaching is very good. Staff have a clear understanding of the early learning goals that enables them to plan effectively for individual children's progress across the curriculum. They use appropriate methods to meet the needs of all children, including those for whom English is an additional language. They manage children well, set high standards for behaviour and foster good relationships at all levels. Very good use is made of time and resources to progress learning. There are plans to develop the outdoor area to further enhance opportunities and to extend the present assessment system in order to give a more detailed picture of children's progress through the stepping stones.

The nursery leadership and management is a strength of the setting. Additional support from Sure Start North Tyneside ensures that strengths and weaknesses are identified and acted upon, and the provision for nursery education is effectively monitored and evaluated by all staff through ongoing reviews. The staff team work closely together to ensure that the standards of care and education for all children are continually developed.

There are very good links between parents and staff in this well-established nursery. Parents are given good quality information about the educational provision to extend their understanding of how their children learn from planned experiences. They are well-informed about their child's achievements and progress, both formally and informally, and in a variety of ways, to ensure that the differing needs of all families are taken into account. They approach staff with confidence and regularly share what they know about their child. They are encouraged to be involved with their child's learning by sharing nursery aims and continuing activities at home.

What is being done well?

- The excellent leadership and management results in continuing high quality.
- The highly committed staff team is dedicated to improving the care and education of the children through a range of initiatives.
- The programme for personal, social and emotional development is a strength, resulting in children who are happy, confident and well-behaved.
- Relationships are strong at all levels, enhancing continuity of care and learning.
- The programme for knowledge and understanding of the world is excellent. Children's natural curiosity is encouraged with well-organised resources and interesting activities.

- There is a strong partnership with parents which enhances children's learning.

What needs to be improved?

- the utilization of outdoor space to enhance children's awareness of the natural environment
- the current assessment system, to ensure that individual progress can be identified along the stepping stones towards the early learning goals.

What has improved since the last inspection?

Very good progress has been made with the two key issues identified at the last inspection. Staff have increased children's independence by introducing a pictorial timetable and involving all children in using this resource. As a result, older children now take initiative and responsibility for their own actions and support younger children in the use of this timetable to help them to become aware of daily routines. The policy for special educational needs has been reviewed and is regularly updated. All staff are now aware of the effective policies and procedures in place and are able to ensure that appropriate provision is made for any child with a special educational need.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

High priority is given to this area of learning. Children are very confident and aware of their own needs. They express their feelings in a variety of ways and are forming good relationships. Older children show sensitivity towards their younger friends who are just learning to share and take turns. The children are well-behaved and becoming aware of right and wrong and the consequences of their actions. They manage their personal needs well and access their chosen resources with confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to communicate with one another. Older children negotiate well, especially during role-play and outdoor play. All children listen attentively and respond eagerly to songs, rhymes and stories. They express real and imaginary ideas clearly through language, and older children give reasons for their actions and make appropriate comments on their observations. Children enjoy attempting to write for different purposes and learning to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence and often use number names during play. They solve simple problems involving counting and number recognition as they serve customers and choose produce in their role-play shop. They are beginning to develop an understanding of addition and subtraction during practical activities and daily routines. They use appropriate mathematical language to describe and compare shape, position, size and quantity, and recognise and recreate patterns using a variety of resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Provision for this area of learning is excellent. Children are encouraged to satisfy their natural curiosity by exploring a wide variety of living things, objects and materials using all of their senses. They are learning about the uses of everyday technology through play, and use information and communication technology effectively to support their learning. They are discovering more about where they live and the natural world through exciting visitors, local visits and appropriate resourcing.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively, with due regard for safety, both indoors and outdoors. They demonstrate a good awareness of space, of themselves and others, especially as they enjoy running outdoors and negotiating painted floor markings such as footprints. They enjoy handling a wide range of tools and objects to develop their manipulative skills, and show great pleasure when playing with dough. They demonstrate increasing control when handling construction equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture, shape, form and space in two and three dimensions with attractive individual results. There is good emphasis on colour as they roll conkers through paint and explore the colour changes they can make. They enter into musical experiences with great enthusiasm. They enjoy expressing and communicating their ideas through art and design, music, dance, role-play and stories. There is strong emphasis on enjoyment and freedom of expression during these activities.

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 improving the following;
- continue the proposed plans to develop greater opportunities for children to explore their natural environment by extending outdoor activities to include growing a wider variety of plants and closer observation of living things and seasonal changes.

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.