



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511215

DfES Number: 556672

INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Sue Taylor

SETTING DETAILS

Day Care Type	Out of School Day Care
Setting Name	Fellowship of St Nicholas
Setting Address	St Nicholas Centre 66 London Road St Leonards on Sea East Sussex TN37 6AS

REGISTERED PROVIDER DETAILS

Name	Fellowship Of St Nicholas
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ORGANISATION DETAILS

Name	Fellowship Of St Nicholas
Address	66 London Road St. Leonards-on-Sea East Sussex TN37 6AS

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

Fellowship of St Nicholas, London Road is one of two settings run by the charity and opened in 1997. The nursery opened in September 2004 and operates from the first floor of the large, converted house. It is situated on a main road out of St Leonards, close to local shops and schools. A maximum of 30 children may attend the nursery at any one time, within the total maximum of 78 children at the setting. The nursery is open each weekday from 8:00 to 18:00 for 50 weeks of the year. The after school club is open five days a week from 15:15 to 18:00, during term time. The summer playscheme operates each weekday from 8:45 until 17:45. All children share access to a secure enclosed outdoor play area.

There are currently 74 children aged from 3 months to under 5 years on the nursery roll, with 55 for the after school club roll and 285 for the holiday playscheme roll. Of these 33 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs fourteen staff and six, including the manager hold appropriate early years qualifications. Seven staff are working towards a qualification, of whom three are modern apprentices.

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

How effective is the nursery education?

Fellowship of St Nicholas provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals, with very good progress in their personal, social and emotional development.

The quality of teaching is generally good. The staff are gaining familiarity with the Foundation Stage, though they are less confident with the stepping stones. Planning takes account of children's interests, however best use is not made of assessment in future planning. Good observations are made during activities and used to inform the assessment profiles. Children with special needs are positively included. All children have individual learning plans, though these are not referenced to the stepping stones. The staff are getting to know the children very well and ask some good questions, to get children to think. There is no clear guidance showing how children can be supported or challenged during activities, according to their individual learning needs. The assessment profiles monitor children's progress towards the early learning goals. The resources and environment positively reflect the wider community. Staff manage behaviour very well. They develop positive strategies as necessary with parents, and others as appropriate.

Leadership and management are very good. The staff work well together, supported by the management structure. Training is valued and encouraged. Staff development is fostered well. The planning is evaluated and ensures a balance across all six areas of learning. The team are very committed to continual improvement.

Partnership with parents and carers is generally good. They are given general ideas on how they can support their child at home, though these are not linked to specific learning needs or the early learning goals. They are informed of the children's main daily learning experiences. Good relationships are developed with staff and there is good verbal communication.

What is being done well?

- The planning takes account of children's interests. Their involvement in previous activities or play is extended to continue their involvement and offer greater learning opportunities.
- The relationship between the staff and children is good. The staff spend time talking with children and become very involved in their play. Children develop confidence and as a result they are secure and happy.
- The staff's professional development is well supported. They have regular meetings with senior staff. Targets set are clear and regularly evaluated.
- All children have an individual learning plan. This sets out a specific target for children to work towards and success is monitored.

- Children have good opportunities to explore musical instruments. At times they use them to accompany their singing. They spend time exploring the sounds. They get to find out what happens if they go faster or slower, play loudly or softly. The children enjoy these activities and concentrate well.

What needs to be improved?

- the staff's familiarity with the stepping stones and confidence in using everyday activities and routines to develop children's learning
- the planning of activity learning intentions to include differentiation
- the involvement from parents and carers in supporting their child's learning

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happy and settle quickly. They concentrate well, spending good levels of time at an activity of their choice. They show care for themselves and are able to express their needs appropriately. Most children get on very well together. They all relate positively to adults and seek out friends. They are able to have some personal independence. All children are gaining a positive self image.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children communicate effectively. They frequently talk to themselves during their play, reflecting on what they are doing. They enjoy listening to stories. There are, however, limited opportunities to start linking letters and sounds. They all recognise their own name. They have daily access to pencils and paper, though these are not fully encouraged in being used in different situations, such as role play. They use varied one handed tools to help develop good hand-eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children show interest in numbers and counting and this is well supported by the resources. Some children try counting in their play, with the more confident child counting beyond 10. They are beginning to recognise some numerals. They are starting to look at simple number problems, such as more or less. They use and observe positional and size language well. Some opportunities during the day, to extend and develop the children's understanding overall, are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children enjoy exploring objects. They talk about what is seen and what is happening. They show interest in using the computer and operating simple equipment, such as a remote control duck. They are beginning to differentiate between past and present. They show interest in the world in which they live, though there are limited opportunities to learn about the natural world. They are gaining an awareness of their own culture and beliefs, and about those of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Most children move with confidence and with control. They are aware of their own space and generally that of others. They are able to recognise their own needs with regard to hygiene and eating. All children show increasing control over objects, such as ride on toys and balls. The children engage in varied activities requiring hand-eye coordination. They enjoy using the small world toys and exploring malleable materials such as playdoh and wet sand.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are exploring different materials and media such as pasta and shaving foam. Though they are not fully encouraged to explore, using all of their senses. They have good opportunities to use musical instruments and explore sounds. They enjoy singing familiar songs. They use their imagination well during their play. They are sometimes able to express and communicate their own ideas and thoughts.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- continue to develop staff's familiarity with the stepping stones and how to use everyday activities and routines to develop children's learning
- extend planning to show how activities can be adapted to take into account children working at different rates and levels, ensuring individual needs are met
- develop the involvement with parents and carers in supporting their child's learning

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.