



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 110019

DfES Number: 515148

INSPECTION DETAILS

Inspection Date 18/06/2003
Inspector Name Sheila Collins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name TINY TOTS DAY NURSERY SCHOOL
Setting Address Down Grange Farmhouse, Pack Lane
Basingstoke
Hampshire
RG22 5SN

REGISTERED PROVIDER DETAILS

Name CLAIRE BOUND

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

Tiny Tots Day Nursery is a privately run nursery which is based in a farmhouse with in it's own grounds, in the Down Grange Sports Field Complex in Basingstoke. The nursery is open to all families within the community, with children attending not only from the Basingstoke area but also from places further a field such as Newbury. Registered for 59 children aged up to five years old, the nursery opens from 8a.m to 6p.m. each weekday throughout the year, with the exception of Bank holidays and two weeks at Christmas. Currently there are 88 children on roll. Throughout the week, there are 29 three year olds and 24 four year olds attending: of these, 6 three year olds and 20 four year olds receive funding. Three children have English as an additional language. The group support children with special educational needs. The nursery manager leads a staff team of 20 who work directly with the children, including three visiting teachers who teach French, music and ballet as part of the curriculum. Of the permanent staff, five full time and two part staff work with the funded children; of these, three are qualified to BTEC National Diploma III or NNEB level. The nursery has regular support from the local Early Childhood Unit special educational needs coordinator and the Pre School Learning Alliance preschool development worker.

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

How effective is the nursery education?

Children make good progress in the stepping stones towards the early learning goals. Attainment is generally good in all areas. Staff have appropriate expectations of the children and Mathematics is very well taught.

The staff have a very good understanding of the stepping stones and well planned activities engage and sustain the children's interests and efforts. Staff take into account the individual learning needs of children but activities are not always organised to enable staff to support and challenge more children in small groups or individually. Not all children have enough opportunities to make own independent choices. There are good resources in all areas of learning.

Leadership and management in the nursery is effective and relationships between staff and children are good. As a result the children are confident and generally behave well. Children are assessed regularly, using a format linked to the early learning goals. Management monitor and evaluate the planning of the curriculum, although overall planning does not yet include how more able and less able children will be provided for.

The nursery has established a good partnership with parents and carers. Parents are well informed about the routines and curriculum. Written information is made available to parents about all aspects of the provision. Parents are able to involve themselves in their child's learning by contributing items for topics and undertaking activities at home. There are informal and structured times for parents to talk with staff about their child's progress however there are limited opportunities for parents to record evidence of their child's home learning.

What is being done well?

- Staff have a clear understanding of the early learning goals and stepping stones to children's achievement.
- Staff value children's contributions and make learning fun.
- Relationships in the nursery are good and staff have clear expectations of acceptable behaviour.
- Children respond enthusiastically to new experiences, share their knowledge and work well together.

What needs to be improved?

- organisation and teaching of some activities to enable staff to work effectively with individual and small groups of children.

- children's independence and opportunities to select own resources and materials.
- planning and assessment to ensure that individual needs of more and less able children are included.
- opportunities for parents to make regular contributions to their child's records about home learning.

What has improved since the last inspection?

The nursery has made limited progress since the last inspection. Parents observation sheets are in place for remarks after parents evenings. Monthly topic sheets with suggested activities for parents to do at home have been introduced but there is no formal record of children's home learning.

Staff have good knowledge of all children and their needs and have implemented individual needs sheets with action points but have not yet incorporated these into the formal planning.

A policy is now in place for children for whom English is a second language.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children are confident and keen to be involved in activities provided. Relationships are good and children have positive attitudes to learning and each other. Children are learning to take turns and to cooperate. Older children do not have enough opportunities to be independent and make own choices. There are clear expectations for acceptable behaviour. Children have an understanding of their own and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children's progress in this area is generally good. Children listen to each other and adults and talk knowledgeably drawing on own experiences. Children are confident in recognising own names and a range of familiar words. Children are developing writing skills but need more opportunities to practice independent writing. Activities which promote reading skills are evident but children are not using the book corner on an informal basis.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's progress in this area is very good. Children are confident in counting and using numbers. Children have an understanding of concepts of addition and subtraction through practical activities and older children are becoming competent at using comparative language such as 'larger than', 'smaller than' with meaning. Children understand and use language appropriate to quantity, shape, space and size when using games, puzzles and in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children's progress in this area is generally good. Children are confident when exploring and investigating, ask questions and make sensible suggestions, drawing on their own experiences. There is a good range of activities which enable the children to learn from first hand experiences, such as visits from members of the community. Items of information technology are available but not all children have the opportunity to use them in a planned way.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children move around with good co-ordination and awareness of others. They take part in a wide range of activities, including ballet, which help to develop both fine and gross motor skills. Planned physical exercise sessions are enjoyed by all children but children do not always have enough space to sit comfortably on mats at group times.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children's progress in this area is generally good. Children are given opportunities to explore colour, different media and textures. Children express their ideas and feelings through a range of activities including role play and music. The staff provide an environment where the children can be creative but not all activities challenge the more able children and there are missed opportunities for children to select own materials, resources and tools.

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

- provide children with more opportunities to be independent and to take responsibility for selecting own materials and resources.
- organise activities to enable staff to work more effectively with individuals/small groups.
- assess plans to ensure that all the individual needs of more and less able children are included.
- involve parents in contributing to observations of their child's home 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.