



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY222291

DfES Number: 510440

INSPECTION DETAILS

Inspection Date	08/12/2003
Inspector Name	Hilary Mary Mckenning

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wise Owl Day Nursery
Setting Address	22 Midland Road Royston Barnsley South Yorkshire S71 4QP

REGISTERED PROVIDER DETAILS

Name	The partnership of Wise Owl Day Nursery
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ORGANISATION DETAILS

Name	Wise Owl Day Nursery
Address	22 Midland Road Royston Barnsley South Yorkshire S71 4QP

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

Wise Owl Day Nursery opened in 1992.

It operates from single storey building situated on the main road in the centre of Royston Village near Barnsley. The nursery serves the local area.

There are currently 68 children from birth to under five years on roll. This includes 8 funded three year olds and 13 funded four year olds. Children attend a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 7:30am to 6:30pm

Fifteen members of staff work with the children. Ten members of staff have early years qualifications. Three staff are currently on training programmes.

The setting receives support 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?

Wise Owl Day Nursery promotes positive relationships between children and adults where children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development and communication, language and literacy and generally good progress in the areas of knowledge and understanding of the world, mathematical, physical, and creative development.

The quality of teaching is generally good. The management team and staff are enthusiastic and work hard to provide a varied and interesting curriculum for children. Their knowledge of the early learning goals is sound and the manager seeks support where development is needed, for example from the local education support staff. Children behave very well and are sensitive to the needs of others, encouraged by high expectations and sensitive support of skilled staff. The organisation of the nursery supports children's independent access to both indoor and outdoor resources.

The leadership and management is generally good. Staff are well supported by the management. The appraisal system is used effectively to develop staff and good practice within the nursery. Following staff changes, there is a high commitment to ongoing self evaluation and the development of clear action plans to enable ongoing review and improvement.

Partnerships with parents and carers is very good. Priority is given to getting to know children and their families well. Parents comment on how welcoming and approachable the staff are, and readily share daily activity sheets. The information displayed for parents is comprehensive, informative and includes plans of activities. Parents are actively involved in their child's learning participating in projects and themes.

What is being done well?

- Children are well motivated, confident and very independent, using their initiative in selecting activities from a wide range of resources.
- Children confidently explore and enjoy the environment.
- Children are well supported by their parents involvement in their learning participating in projects and themes.

What needs to be improved?

- the provision for practical mathematical activities such as problem solving

- the opportunities children have to develop and extend their individual creativity through a range of free choice activities
- planning to develop a programme of outdoor activities.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative in selecting activities, concentrate and persevere to develop new skills. They are confident and actively participate in group times. Behaviour is very good. Children are developing self control and independence skills. Children listen to others, take turns and share. They understand expectations and have awareness of their own needs and others. They eagerly embrace new situations and experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They interact well and share experiences, using correct language to describe and inform; they pretend, recall and respond to skilful questioning. Children understand that print carries meaning and most children are beginning to write for a purpose during everyday activities. They use writing to record and communicate in various ways; they record events and make labels. They recognise their name and most children know the name and sound of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count with confidence and successfully complete simple addition and subtraction through a variety of planned activities. Children accurately match shapes and use appropriate language to describe position and size. They enjoy number rhymes and count reliably up to and beyond ten. They recognise, match and compare freely. However there are some missed opportunities to challenge and extend mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

In knowledge and understanding of the world children make generally good progress. They are aware of their environment and observe the features of objects such as flowers. Children confidently describe events in their own life and show interest in the lives of others. They construct successfully using blocks and bricks and they are competent in the use of information technology and simple programmes.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children experiment with movement, hop and skip, slither through the tunnel, walk sideways and with huge strides. They practice kicking catching and pedalling. They climb and jump, using large equipment safely. They develop fine motor control when they paint, practice writing, funnel in water. They construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children skilfully use paints to create patterns and images, for example when drawing still life objects such as flowers and insects. Children enjoy singing and can repeat a number of rhymes from memory. They use their facial expressions to indicate their mood and feelings. There is however limited access to a range of resources that develop skills in construction, collage and that encourage the children's individual creativity.	
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

- Improve children's mathematical development particularly the use of simple addition and subtraction in practical activities
- Provide activities which increase children's opportunities to develop their individual creativity.
- Incorporate outdoor activities into planning.

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.