



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 200629

DfES Number: 517695

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Sally Elizabeth Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name HUMPTY DUMPTY DAY NURSERY
Setting Address MAGNET LANE
 BILTON
 RUGBY
 WARKS
 CV22 7NH

REGISTERED PROVIDER DETAILS

Name Mrs Victoria Mitchell

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

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

How effective is the nursery education?

Humpty Dumpty Nursery offers good quality nursery education where children enjoy learning through a range of interesting, practical activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in physical development and generally good progress in all other areas of learning although they are not always encouraged to express themselves imaginatively in music, movement and dance.

The quality of teaching is generally good. Staff's sound knowledge of the Foundation Stage enables them to plan practical activities to help children to learn. Children's progress is assessed regularly and there is an effective programme in place to provide support for children with special educational needs. Staff work alongside the children and are involved in their play. However they do not always provide sufficient challenge for older and more able children or have high expectations of children's progress.

Leadership and management are generally good and staff are clear about their roles and responsibilities. They work well together as a team. There is a strong commitment to developing and improving practice. Staff are positive about training and regularly attend courses to further develop their knowledge and improve their practice however the assessment of the quality of the nursery education is not always accurate.

Partnership with parents is generally good. Parents and staff have a friendly relationship. They are given clear written information about the group when their children start and receive regular newsletters. There are twice yearly parents evenings and the key worker system ensures parents are kept informed of their child's progress and achievements. There is no formal method in place to encourage parents to become involved in their children's learning.

What is being done well?

- Children have regular opportunities to develop their physical skills both in the outdoor area and in the school hall. They use a wide range of tools and equipment with skill and dexterity.
- Children are motivated, active learners. They benefit from staff's consistent interest and interaction in their play and learning.
- Children are able to investigate and explore objects and materials. They observe differences and change in living and man-made materials.

What needs to be improved?

- the use of assessments to ensure children move to the next stage in their learning and are offered appropriate challenges
- the use of daily routines and activities to develop children's learning in all areas of the curriculum
- opportunities for children to use their imagination in movement, dance and music.

What has improved since the last inspection?

The setting has made limited progress since the last inspection. The assessment system has been improved but there is still not formal method of ensuring assessment informs planning. There has been an increase in the use of labelling and 'writing' in role-play situations but older and more able children are still not offered sufficient challenge in this area. Number lines and counting rhymes have been introduced but daily routines and activities are still not used well to promote number recognition and to encourage children to use mathematics to solve problems. Staff now have a good awareness of the Code of Practice for the Identification and Assessment of Special Educational Needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self-confidence and are eager to learn. They are able to speak confidently in a group and sit quietly and listen when appropriate. They are forming good relationships with children and adults and are learning to take turns and to share however children have not yet developed the confidence, independence and concentration skills to progress activities without adult support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident, able talkers. They are learning to use speech to communicate and to explore experiences. They enjoy listening to stories in small and large groups. However opportunities are missed in daily routines for children to recognise their own names and learn to write them.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to 10. They use language well to describe shape, position, size and quantity. They are able to re-create simple patterns. However daily activities are not used well to encourage children to count, to compare numbers and to use mathematics to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore objects and materials. They observe differences and change in living and man-made environments. They construct and build with a range of materials. Outings and trips as well as topic work help children to develop a sense of place and time. There are few opportunities for children to construct and build selecting resources, tools and techniques themselves.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely both inside the nursery and in the outdoor play area. They have regular opportunities to develop skills in manoeuvring wheeled toys and in climbing and balancing. They use a wide range of tools and equipment with confidence and are learning about their bodies and the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are learning to explore colour, texture, shape and form in planned activities. Free painting is available daily for the children. They sing simple songs from memory and use their imagination in role-play activities. Opportunities to move to music and to use musical instruments are limited.

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

- Use assessments to ensure children move to the next stage in their learning.
- Make use of daily routines and activities to develop children's learning in all areas of the curriculum.
- Create opportunities for children to use their imagination in music, dance and movement.

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.