



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113465

DfES Number: 583799

INSPECTION DETAILS

Inspection Date 21/04/2004
Inspector Name Jacqueline Crawford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Downview Nursery (Felpham)
Setting Address Downview County Primary School
Wroxham Way
Felpham Bognor Regis
West Sussex
PO22 8ER

REGISTERED PROVIDER DETAILS

Name The Committee of Downview Parents Association

ORGANISATION DETAILS

Name Downview Parents Association
Address Downview CP School
Wroxham Way
Bognor Regis
West Sussex
PO22 8ER

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

Downview Nursery opened in September 1994. It is committee run and privately owned by Downview Parents Association. The nursery operates from a purpose built building situated in the grounds of Downview County Primary School. There is a securely fenced outside play area adjacent to the nursery. Downview Nursery serves Felpham and the surrounding areas.

There are currently 41 children from 3 to 5 years on roll. This includes 26 funded 3 year olds and 15 funded 4 year olds. Children attend a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The nursery opens 5 mornings and 3 afternoons a week during school term times. Sessions are from 08:50 until 11:30, and 13.00 until 15:30.

There are 5 members of staff who work with the children. The majority of the staff are experienced and hold relevant early years qualifications. There are currently 2 members of staff working towards an early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP), and the Pre-school Learning Alliance (PLA). The nursery has close links with the school.

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

How effective is the nursery education?

The provision of nursery education at Downview Nursery is very good. It enables children to make generally good progress in mathematical development, and very good progress in all other areas of learning.

The quality of teaching is very good. Staff have a secure knowledge of the Foundation Stage and early learning goals across the six areas of learning. Planning offers a broad range of imaginative topics and activities. However, these do not always focus on extended activities for the older and more able children. Staff provide a very good balance of adult led and child initiated activities, together with new learning experiences, which enable children to make very good progress towards the early learning goals. Staff form good relationships with the children and act as extremely good role models, consequently children develop their social skills very well. Staff are fully aware of children's developing needs and provide inclusive care and education effectively. They make regular observations of children's progress and achievements which informs future planning.

The leadership and management is generally good. The new management and staff are motivated and work effectively as a team. There are good systems in place to monitor and evaluate the quality of care and education. Staff development is encouraged and training needs are recognised. The management knows the strengths of the nursery and identifies areas for improvement.

The partnership with parents is very good. Parents are warmly welcomed into the nursery. They receive home visits prior to their children starting nursery and have opportunities to be involved in their child's learning. There are good systems in place to keep them informed about the provision. However, information relating to the Foundation Stage and early learning goals, and the opportunity to access their children's developmental records is limited.

What is being done well?

- The excellent range of resources and interesting topics, which allow children to explore and investigate the world in which they live. The topics are supported effectively by the use of stories, interest tables, role play areas and displays.
- The valuable home visits made by staff, prior to children starting at nursery, and the strong links established between the nursery and home. Parents have good opportunities to be involved in the nursery and to support in their child's learning at home.
- The welcoming and stimulating environment in which children are happy and motivated. Staff provide good learning opportunities, which are imaginative and fun. The children interact extremely well and form good relationships with

adults and other children.

What needs to be improved?

- More opportunities for children to experiment with writing, to begin to label their own work and practise writing numbers. The inclusion and use of numbers and counting during daily routines and activities.
- The provision of more information for parents relating to the Foundation Stage and early learning goals. Provide parents with opportunities to access their children's development records.
- Focus on the activities which are to be extended for the older and more able children, and include them in the planning.

What has improved since the last inspection?

An early years reading scheme has been introduced, which encourages children to link sounds and letters to words. Staff present children's work and displays attractively and include clear notes and labels which children begin to recognise.

The computer area is located between the book corner and maths area. The low room dividers provide a specific work area, which enables children to concentrate satisfactorily when using the computer and the learning programmes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, motivated, listen attentively, and show good levels of concentration. They are confident to try new activities and are beginning to manage their own learning. They are developing their personal independence very well in daily routines and activities. They are provided with good opportunities to select resources themselves and to care for their environment. Relationships are extremely good at all levels. Children behave and co-operate extremely well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to talk and share their ideas, individually or in a group. They enjoy books and stimulating stories, such as the 'Bear Hunt', and interact in the story enthusiastically. They explore the descriptive vocabulary, anticipate key events and remember important phrases in the story. Children begin to recognise and write their names in correctly formed letters, and to link letters to sounds. Opportunities for children to label their own work are sometimes missed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and begin to understand simple number operations. Opportunities which consistently introduce number and counting in daily activities and for children to practise writing numbers are sometimes missed. Staff encourage children to learn correct mathematical language, during themes and topics, introducing the shape of the week and when dividing fruit at snack time. The extensive range of resources allow children to explore mathematical ideas and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The broad and interesting range of topics allow children to explore and investigate the world in which they live. For example, the 'life cycle of a frog' and 'bear hunt' topics. The excellent range of resources allow children to design and build their own creations using real tools and natural materials. Children have good opportunities to explore everyday and information technology. They are developing an awareness of their own and other cultures, as they celebrate a variety of festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control both in the nursery and outdoors. They show a good awareness of space and others in all situations. They have extremely good opportunities to extend their physical skills, in planned activities relating to a topic, during music and movement and when using outdoor play apparatus. Children are developing their fine manipulative skills very well, by using a wide range of tools and equipment, such as woodwork tools, scissors, pencils, construction toys.

CREATIVE DEVELOPMENT

Judgement: Very Good

The wide range of art and craft materials, allow children to explore different aspects of creative media using colour, texture and shape, in two and three dimension. Children participate in music and movement, recognise patterns of sound and enjoy singing during regular planned music sessions. They clearly enjoy stories and role play relating to the topic. Staff fully participate and encourage children to use their imagination, for example, 'We're going on a Bear Hunt' story and topic.

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:

- Provide more opportunities for children to experiment with writing, to label their work and practise writing numbers. Introduce more mathematical thinking in daily routines and activities.
- Provide more detailed information to parents, relating to the Foundation Stage and early learning goals and their children's developmental records.
- Include in planning, and focus on extending activities for older and more able children.

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.