



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 400302

DfES Number: 584372

### INSPECTION DETAILS

Inspection Date 10/03/2003  
Inspector Name Geneen Yvonne Hulse

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care, Full Day Care  
Setting Name Thorpe Willoughby Childcare Centre  
Setting Address Londesborough Grove  
Thorpe Willoughby  
North Yorkshire  
YO8 9NX

### REGISTERED PROVIDER DETAILS

Name The Committee of Thorpe Willoughby Childcare Centre

### ORGANISATION DETAILS

Name Thorpe Willoughby Childcare Centre  
Address Thorpe Willoughby Childcare Centre  
Londesborough Grove  
Thorpe Willoughby  
YO8 9NX

## 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

Thorpe Willoughby Childcare Centre is a community nursery providing full and sessional day care for up to a maximum of 42 children aged 2-14 years.

It offers sessional care for up to 16 children aged two to three years, Monday- Friday mornings, 9:30- 11:30 and up to 26 children aged three to five years, Monday-Friday, 9:05- 11.45 and 12:30 -3:00. Full day care is offered to a maximum of 16 children aged two to five years.

The centre opened as a playgroup 31 years ago, moving to its present site in 1998, and registered to provide full day care in November, 2002.

The centre operates from two buildings in the school grounds of Thorpe Willoughby Primary School in North Yorkshire, serving the local community as well as the wider Selby area.

Children aged three to five years are mainly accommodated within a large, open classroom, and have access to a smaller quiet room, and toilet facilities.

There is a secure outdoor play area with static equipment, with grassed and paved surfaces.

There is additional access to kitchen facilities and an I.T. suite, sensory and wildlife garden.

There are 68 children on register aged between two and five years, 32 are aged three, and 11 are aged four. Funding is received for 27 three year olds and all the four year olds.

One child is identified as having special educational needs and they are in the process of admitting a child with English as an additional language.

There are eleven staff, two of whom are full time. Nine staff have appropriate childcare qualifications. Three staff are currently on training programmes to update qualifications.

The setting receives support from the Early Years Development of Childcare Partnership. One member of staff attends Partnership meetings.

The centre is well supported by and works closely with teaching staff of Thorpe Willoughby Primary School.

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

### How effective is the nursery education?

Thorpe Willoughby Childcare Centre provides very good quality provision offering a welcoming atmosphere where children settle very well. Children are very confident, eager to learn and access a wide range of challenging, exciting opportunities. They make very good progress towards early learning goals in all areas of learning.

The quality of teaching is very good. Staff are very enthusiastic, working well together to provide a stimulating, interesting curriculum. Planning is very good, with staff effectively challenging children to progress through the stepping stones towards early learning goals. Staff very successfully encourage children to enjoy and extend their own learning. Behaviour is very good. Staff have high expectations of children's behaviour and manage it very effectively. Very successful systems are in place to support staff in assessing and integrating children with special educational needs, and children with English as an additional language.

The leadership and management is very good. The success of the setting reflects a strong leadership, shared understanding of good early years practice, and a committed staff team. There is a very high commitment to ongoing staff training and development. The setting is making very good progress towards achieving the North Yorkshire Kitemark. The staff team are very good at self-evaluation, accurately identifying and addressing practice issues. They are in the process of implementing new planning systems. The setting works in partnership with the school to ensure consistency of approach.

Partnership with parents is very good. Parents are provided with very good information about the centre and its organisation. Their contributions are welcomed and valued. Parents are offered regular opportunities to look at their children's records and share information about attainment and progress. Parental views reflect a very high level of satisfaction with the service.

### What is being done well?

- Children are very confident, enthusiastic and enjoy learning. They co-operate very well together, build very good relationships with each other and adults, and are able to initiate and progress independent play
- Staff skilfully assess individual children and offer a wide variety of exciting challenges to progress their learning towards early learning goals.
- Strong leadership and a committed staff team work very effectively together to offer all children a stimulating and achieving environment.
- Staff very successfully work in partnership with parents, school and other childcare providers.

**What needs to be improved?**

- Point for Consideration
- monitor the effectiveness of the proposed planning systems to achieve aims identified by manager.

**What has improved since the last inspection?**

The setting has made very good progress since the last inspection by developing the range, number and quality of books, available to children.

Staff have developed a wider range of resources in mark making area, to include collage materials, self selection of a range of pencils, crayons etc. Parents and carers are more involved in their child's progress by working closely with key workers and implementation of effective recording systems.

The setting now places greater emphasis on freedom of expression, by providing a wider range of materials, cutting folding, sticking etc. .

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children are very confident, interested and motivated to learn. They build good relationships with each other and adults. Children are very good at initiating and progressing independent play. Behaviour is very good and children show sensitivity towards the needs of others and consider the effect of their actions. Children are very independent. They demonstrate very good understanding of belonging to their group, local community and wider society.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. They are very articulate and use language to convey meaning, ask questions, listen to each other and extend their own vocabulary. Children of all ages make excellent use of books, independently selecting, sharing and re-telling stories to each other. They are very able writers with three year olds regularly making recognisable letters, and four year olds confidently writing their names from memory.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They see, recognise and enjoy exploring number shape and size, competently solving problems and exploring concepts. Children reliably recognise, record and count number in practical activities. Three year olds reliably count one to five, four year olds progress to reliably counting one to ten and beyond. They are very competent users of I.T. programmes to extend mathematical language and solve practical problems

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They are very curious and are very good investigators and explorers of the natural world. They develop a very good personal awareness of their place in the local community and the wider world. They use an extensive range of opportunities to recall and consolidate learning and understanding. Children work very well together to plan and assemble larger projects and models towards an agreed goal.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They use their bodies very confidently indoors and out to develop spatial awareness in relation to themselves and others. Children are very able users of a range of small tools to manipulate materials, and use large equipment to develop balance, strength and larger muscle control. Children develop a very good understanding of how their bodies work, and are able to independently make choices to take care of their physical requirements.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They express themselves very well, using their imagination through a variety of planned and spontaneous activities to explore colour, shape, texture, music and dance. They enjoy using a variety of materials to make models and role play resources, planning and contributing to group projects. Three year olds produce simple reproductions, whilst four year olds progress to more complex techniques and outcomes.

**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:*

- Point for consideration
- Look at how to effectively monitor the proposed planning systems to achieve centre aims

*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.*