



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309528

DfES Number: 581393

INSPECTION DETAILS

Inspection Date 22/03/2005
Inspector Name Lesley Ormrod

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Whitefriars Private Nursery School
Setting Address Whitefriars
Hill Road
Penwortham
Preston
PR1 9XH

REGISTERED PROVIDER DETAILS

Name Mrs Dylis Hayton

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?

Whitefriars Private Nursery School provides good quality education overall which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development, communication, language and literacy with mathematical development are well taught and children make very good progress in these areas.

The quality of teaching is generally good. The staff manage the children well using consistent strategies to encourage good behaviour. They have developed their knowledge of the foundation stage through an extensive range of training but need to extend children's understanding of an aspect of physical development. Staff plan good continuous provision that is well enhanced but need to complete the short-term planning to fully challenge all children in the planned activities. Sessions are well balanced with good use of resources. Children with special needs are fully included. There is a strong sense of community in the nursery.

The staff have developed good observation systems and use these to provide information about what children need to learn next. They use the pre transitional profiles to record children's learning. Staff need to develop the detailed recording of children's progress against the stepping stones to fully inform the planning to meet individual learning needs.

The leadership and management are generally good. The owner, managers and staff have a shared vision and are committed to achieving their aims and objectives. There is good development planning with clear targets set for achievement over a planned timescale. Staff receive regular appraisals but a system to monitor and evaluate the quality of teaching is not yet in place.

The partnership with parents is generally good. Parents receive good quality information about the provision and meet termly with staff to review children's progress. Their knowledge of their children's learning is not systematically used to inform planning.

What is being done well?

- Children are making very good progress in linking sounds to letters and effectively use their good phonic skills in their play. They can locate the letter of the week in their names and other words. Children can give the names of a number of items when asked to identify objects beginning with a certain letter. They can recreate the letter of the week in their pattern work.
- Children have very good calculation skills and apply these in the good opportunities that staff give them. At snack time they count the number of cups they need for their group and decide if they have counted accurately and whether they need more or less cups.

- There is very good development planning to enhance the nursery by the owner, manager and staff. They carry out a detailed analysis of their provision annually and identify targets, actions and timescales to work to, for the achievement of their aims.
- Children have very good skills in using the computer. They work together advising each other how to use all the options of a software programme. Children use the mouse competently as they watch the screen to paint in figures, identify letters of the alphabet and run a shapes programme.

What needs to be improved?

- the short term focussed activities' planning and the detailed assessment of children's progress against the stepping stones
- the involvement of parents in their children's learning and the system to monitor the quality of teaching
- the opportunities in daily routines for children to develop their understanding of health and bodily awareness.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have reviewed and developed the planning system to ensure that there is consistency between staff and groups of children. They have integrated the planning and assessment systems and developed children's knowledge and understanding of the natural world.

The staff have reviewed and developed their planning system over a number of years. The planning is now consistently applied across the nursery and all children and staff work within a cohesive curriculum.

The systems for planning and assessment have been carefully integrated to support children's learning needs. Children's take up of activities is monitored and their achievements recorded.

Children's knowledge and understanding of the natural world is now fully promoted within the curriculum planning. They access the wildlife area created in the outside play area and learn about the needs of wild birds and animals. Children grow plants and tend to them. They have extended opportunities to explore the local and wider environment. Children have increased their awareness of the natural world.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are highly motivated and eagerly choose which activities to select. They have good self esteem and confidently contribute in group times. Children persist for good periods of time at challenging activities such as gluing a flower head to a stalk and creating a collage with natural resources. They show good care and concern for each other and share well at snack times. Children understand about right and wrong and have good self care skills. They have a strong sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators with good interaction and listening skills. They use their good thinking skills to explain how they will carry out a task. Children can read their names and choose correctly from a selection to self register. They enjoy reading for pleasure and can tell each other a story as they turn the pages of a book. Children use their good writing skills for a purpose as they draw and label their pictures. They can write their names with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy using their good mathematical skills in their play. They independently count their 'glass' discs out as they create patterns and competently put the numerals of the number line in order. Children use their good calculating skills during everyday routines such as counting the number of cups they need for their table, collecting that number and deciding if they need more or less when handing out. They recognise shapes and use in their designs. Children ably use measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their good exploratory and investigative skills to explore freely using their senses. They investigate the environment using the bug bag and care for the birds in their wildlife area. Children enjoy designing and work as a team to decide how to build the tallest tower. They competently run computer programmes using both the mouse and the keyboard. Children know the days of the week and can describe past events such as visiting Paris. They talk about places in their local area.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy being active and run, jump and balance skilfully in the nicely designed outside area. They use the large apparatus with confidence and create games to go in, out and through the large shapes. Children move imaginatively creating the actions of animals. They find their pathways well as they ride on the tricycles and scooters. Children use tools competently for a purpose with good grip and grasp techniques. They need to extend their understanding of health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good creative skills and enjoy exploring the extensive resources available. They create a collage using fabrics, sequins and papers. Children mould with play dough and use junk to make a 3d structure. They sing confidently and create rhythmic patterns using shakers. Children use their good imaginative skills to tell a story or act out scenarios such as housework tasks in the role play area. They eagerly describe their creative ideas such as making a giraffe dog with four eyes.

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

- extend the systems to include: short term focussed activities' planning; more detailed monitoring of children's progress against the stepping stones towards the early learning goals; parental involvement in their children's learning; monitoring of the quality of teaching
- enhance the opportunities to develop children's understanding of health and bodily awareness in everyday routines.

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.