



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322987

DfES Number: 592710

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Hope Early Years Centre
Setting Address Hope School
Kelvin Grove
Wigan
Lancashire
WN3 6SP

REGISTERED PROVIDER DETAILS

Name The Governors of Hope School

ORGANISATION DETAILS

Name The Governors of Hope School
Address Hope School
Kelvin Grove
Wigan
Lancashire
WN3 6SP

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

The Hope Early Years Centre is operated as a part of the Hope School. The current facility opened in 2000 and operates from a specially designed suite of rooms within the main Hope School. The children have access to many facilities not usually found in a setting, like a sensory room and a swimming pool. The secure enclosed outdoor play is available to all.

The setting is situated in to the south of Wigan. It opens from 08.00 to 18.00 Monday to Friday for 51 weeks of the year.

It is registered to care for 78 children. There are currently 99 children aged between six weeks and eight years on roll and they attend for a variety of sessions. Twenty five children receive funding for nursery education. The nursery welcomes children from the Wigan area. It fully integrates children with special educational needs and those who will leave to attend mainstream school after their fifth birthday.

The nursery employs 24 staff all of whom work with the children at some time during the week. The vast majority of staff have an early year qualifications and those who don't are currently undergoing training towards one. Three staff are qualified teachers and they frequently train other practioners in special needs provision for the Early Years.

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

How effective is the nursery education?

The provision for nursery education at Hope Early Years Centre is high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. The learning of every child, from their own starting point, is promoted very well. Topic planning is linked well to the national guidance for the age group and takes full account of the children's very wide range of ability. Staff are extremely caring of the children and this helps them settle into nursery well. The additional rooms, like the sensory room, are used very well to get children to respond to light, music or touch and everyone is said to enjoy swimming. Children are challenged at their own level, whether it is to identify their own name, draw a Christmas picture unaided or offer a flicker of recognition when their name is mentioned. The provision for children with special educational needs is excellent.

Assessment procedures are high quality. Key workers undertake regular observations of their children and note their progress. Their notes feed into the children's records and into teachers' planning. Staff have a very good understanding of the Stepping Stones because they frequently translate what they have seen children do into statements from them.

The leadership and management of the day nursery are very good. The operational plan sets out what everyone has to do and why. Monitoring by management helps them understanding the strengths and areas for development of the setting. Staff are experts in their field and frequently train other staff.

The partnership with parents is very good. Parents are absolutely delighted with the nursery. They receive lots of information about the nursery before joining, complete a detailed questionnaire on their child and receive copious amounts information on their child's achievements, e.g. daily diaries and extensive annual reports with pictures of their child working.

What is being done well?

- The setting provides exceptional care and learning opportunities for children with special educational needs.
- Children grow to be more confident and independent because staff are supportive and encourage them to 'have a go'.
- Staff are friendly, welcoming and care for the children's welfare. They really know each child as an individual and because of this treat everyone sensitively.
- Children communicate freely with other children and staff by whatever means is most suitable to their stage of development.

- Most children 'touch' count accurately because this aspect of mathematics is well taught and frequently practised.
- Additional resources, like specialist staff and additional rooms, are used well to enhance children's education.
- Parents like the nursery very much. They are very appreciative of the staff's caring approach to all children and their efforts to integrate everyone. They feel that the nursery gives their child a great start to education.
- The management of the setting has been successful in fully integrated mainstream children and those who need additional support.

What needs to be improved?

- the high quality reports for all pupils could be further enhanced by giving every child targets for the future.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are very sensitive to their individual needs and know them extremely well. The layout of the activities encourages children to make choices about their learning. They even occasionally select different resources and get them out themselves, which shows great confidence. Most children take care of their personal needs and those who don't are learning to. They behave well and are starting to be polite to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate their needs through gesture, 'signing', words and occasionally sentences and each of these represents a great success from the individual child's starting point. Most children are starting to recognise their name on a card by looking at the first letter. Children enjoy looking at books and most handle books carefully turning the pages and looking at the pictures with interest. They are encouraged to try mark making, e.g. by writing present labels in the roleplay area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise the basic colours and are able to sort objects using colour as the criteria. They match red teddies or blue buttons onto their 'coat'. Children are confident with numbers because they meet them daily at registration time. They 'touch' count accurately, often to ten or beyond. Some children recognise the numerals on a dice and match buttons to the numbers one, two and three. Because staff encourage it, children frequently use the language of size and position in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children know about the world around them and are curious because they experience a wide range of stimulating topics. They use their senses to learn about things like plants growing and some metal objects being attracted by magnets. Visits to the locality and discussions about their journey to school help children notice differences. They know they were once young and much smaller than they are now. Children learn about other cultures by celebrating festivals from different faiths and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the rooms showing good control of their movements. Many of them walk, run and jump well. They also know when and how to stop. For a few children any movement in recognition of a stimulus, like light or their name, is a major step forward. Children enjoy using the cars, scooters and tricycles and do so with improving control, though some have yet to master the pedals. They use tools well to mould play dough and are starting to use drawing implements with some accuracy.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy singing and many also join in with the actions of 'Twinkle, twinkle little star', for instance. They all clap rhythmically at registration when guessing how many are present and are learning to keep to the beat well. They love playing in Santa's Grotto and taking the role of an elf as they wrap up presents and mark make labels to their friends. A good range of art techniques are taught. Children also have the chance to paint and draw whenever they want to.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- including targets in all children's reports.

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.