



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN EY240256

DfES Number: 547707

INSPECTION DETAILS

Inspection Date 02/12/2004
Inspector Name Anne Legge

SETTING DETAILS

Day Care Type Full Day Care
Setting Name First Class Nurseries
Setting Address St Mary's School
 Oakfield Road
 Bridgwater
 Somerset
 TA6 7LX

REGISTERED PROVIDER DETAILS

Name Mrs Denise Jane Davis

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

First Class Nurseries is situated on the St. Mary's Primary school site in Bridgwater and serves the local community. The nursery was registered in 2002 and offers care for 24 children aged between 2 and 5 years. There are currently 55 children on roll, including 33 funded three- year and four-year-olds. The nursery opens five days a week for 50 weeks of the year, from 08:00 until 17:30. Children attend for a variety of sessions.

The nursery is run by two the owners, who have child care qualifications. There are five additional staff, all of whom have appropriate child care qualifications or are working towards them. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

First Class Nurseries provides high quality nursery education and children make very good progress towards the early learning goals.

Teaching is very good. Staff have an excellent understanding of the foundation stage curriculum and interact skilfully with children, to promote learning and development through all activities. They plan an outstanding variety of activities, changing the range of tasks several times during each session. Children enjoy a balance of free choice and more structured, whole-group activities. Effective planning systems ensure that the whole curriculum is covered. Staff work with the school, to ensure continuity. They monitor children's progress towards the early learning goals and have recently implemented a new assessment system. They use assessment information to plan appropriate activities and to inform parents about their child's progress. Staff have a very positive approach to behaviour management, using praise and encouragement extensively. Children respond to the clear routines and high expectations of staff, and behave very well. There are effective systems to monitor and support children with special needs.

Leadership and management are very good. The two owners have an excellent understanding of the curriculum and provide clear leadership to a committed and capable team. Staff work as a very effective team, sharing planning and evaluations, and supporting each other. There are very good systems in place to monitor the quality of education. Staff and owners are committed to high quality provision and constant improvement.

Partnership with parents is very good. Staff provide comprehensive information about the curriculum and all activities. Records of children's progress are clear and detailed. Parents receive regular progress reports and can discuss them at parents' evenings. Staff suggest activities for parents to use to support learning, and value their comments and contributions in planning next steps.

What is being done well?

- The nursery is extremely well organised and led, with all roles clear and all relevant staff very well informed about the curriculum. Staff relate very well to children and skilfully develop their understanding and skills throughout each session.
- The nursery has an ethos of free choice, praise and encouragement. Staff encourage children to make decisions, and praise them for their choices. Children become confident and independent, learning to respect and value individual differences.
- Staff provide an excellent variety of activities and resources, changing many of them four times a day. They use attractive displays effectively, to enhance

learning and to show parents what their child has achieved at nursery.

- Staff have very good systems for planning for children's progress across the year and into school. A carefully planned programme is in place to provide appropriate learning opportunities, and close links with the school ensure that this is a continuous process.
- Partnership with parents is excellent. Staff provide parents with very detailed information about all aspects of the curriculum, at the appropriate stage, and invite parents to become involved in the learning process. They provide regular progress reports and opportunities to discuss future development.

What needs to be improved?

- monitoring of the effectiveness of the new system for assessing children's progress, to ensure that it enables staff to continue to plan the next steps in children's learning, across the curriculum.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children become confident and independent learners, making choices about resources, and managing their own play and personal care. They have excellent concentration in their chosen activities and in whole-group sessions. They make good relationships with each other and with staff, learning to share resources, help each other and take turns in activities. They behave very well and learn to respect each other's differences, due to the staff's positive approach to individuality.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and use language very well to describe events and explain what they are doing, such as when using magnets. They enjoy stories, retelling and discussing characters and their feelings. They choose to share books and handle them well. They recognise and begin to write their names. They learn about letter sounds through a well-planned programme, linked with the school programme. They make marks in different media and use writing for a range of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recite numbers in a variety of daily activities, such as counting children present or bears in a book. They match numbers to groups of objects and recognise numerals. They compare and combine groups, and discuss one more or less, developing their understanding of number patterns. They recognise and name two-dimensional shapes, using them in practical activities, such as putting their name card on a shape. They use mathematical language in play, as when comparing sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate a wide variety of materials and objects, such as foam or magnets. They design and make in a range of media, making collages, models and pictures, or using construction kits. They develop an excellent sense of place, through topics about different countries and climates, and explore different cultures, by celebrating festivals, such as Christmas and Holi. They learn about time, discussing events and the daily routine. They use computers and other technological equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use spaces well, moving confidently and sharing indoor and outdoor spaces successfully. They develop excellent control of small equipment, such as pencils, spoons, brushes and scissors. They persevere in developing new skills, such as threading beads. They use large equipment, such as tricycles, scooters and the climbing frame, with increasing control. They become aware of their physical needs, asking for drinks and learning very good hygiene routines.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy a wide variety of sensory and creative activities. They draw and paint freely and explore colour and texture with coloured sand, foam and bubbles, and the variety of surfaces used to display resources. They develop lively imaginations in role play, small world play and through stories, supported effectively by staff. They sing familiar songs and use musical instruments to explore rhythm and sounds. They compare objects, such as bears, and make careful observational drawings.

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:
- continue to review the effectiveness of the new system for assessing children's progress, to ensure that it enables staff to continue to plan the next steps in children's learning, across the curriculum.

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.