



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253395

DfES Number: 596567

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Diana Pidgeon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Gooseberry Bush
Setting Address Gamston District Centre
Gamston
Nottinghamshire
NG2 6PS

REGISTERED PROVIDER DETAILS

Name Mr Nicholas Keith Mayfield

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 Gooseberry Bush Day Nursery opened in 1998. It operates from purpose built, single storey premises in Gamston, and is located close to the A52, within easy reach of Nottingham. The outside area consists of a large enclosed secure garden providing a sheltered play area, lawned, tarmac and bark chipped play areas.

The Day Nursery is registered to provide 70 places for children under five years. There are currently 105 children on the register, this includes 14 funded four year olds and 31 funded three year olds. Children attend both full and part time. They are organized into areas for babies, toddlers and pre-school. Staff have experience of working with children with special educational needs (SEN) and English as an additional language (EAL).

The nursery opens Monday to Friday 07:30 to 18:00. It operates 51 weeks a year excluding Bank Holidays, and is closed for one full week at Christmas.

Seventeen staff work with the children, the majority of whom hold a relevant childcare qualification. Of these half have undergone recent first aid training. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The Gooseberry Bush Day Nursery offers good quality nursery education, where children are interested and motivated to learn. Three-year-olds and four-year-olds are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development. A varied programme of activities supports children's progress in all six areas of learning. Resources and equipment are used effectively, however children have few opportunities to handle everyday technology in their play.

The quality of teaching is generally good. Staff form very good relationships with the children and skilfully promote an atmosphere in which children respect the environment and one another. They constantly promote children's speaking and listening skills, which ensure these are developing well for all children. Staff have a clear understanding of the Foundation Stage which enables them to plan a suitable range of interesting activities for all children. Sometimes their expectations of the younger children are inappropriate, in respect of the length of time they can sit and concentrate in large groups. There are suitable systems in place to support children with identified special educational needs and children with English as an additional language.

Children's progress towards the early learning goals is regularly assessed and aids planning. However staff do not always use the information about individual children's achievements to focus their teaching.

Leadership and management are generally good. The manager is supportive of the pre-school staff and all are committed to improvement. Staff are actively encouraged to attend training.

Partnership with parents is generally good. They are well informed about the curriculum and have opportunities to contribute to topics and share nursery books at home with their child.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and motivated to learn. They behave well and form good relationships with staff and other children.
- Children benefit from a wealth of first-hand practical experiences, which encourage exploration. They acquire skills and understanding by using a range of tools and handling a variety of materials.
- All children listen with enjoyment to stories and respond enthusiastically to familiar songs, music and rhymes by joining in with words and actions.

What needs to be improved?

- evaluation of time spent sitting at large group activities to ensure all children's needs are effectively met;
- use of assessment to identify individual children's next steps in learning;
- children's access to everyday technology to support their learning.

What has improved since the last inspection?

The improvement since the last inspection is generally good. The nursery manager and current pre-school staff have been appointed since the last inspection and have continued to carry out and develop the action plan.

Children have made very good progress in their personal, social and emotional development. They behave well and build good relationships with adults and each other.

Staff encourage children's listening skills, through planned activities, and these are now well developed both in group situations and in play.

Staff have attended training and put effective systems in place to ensure children with special educational needs (SEN) and English as an additional language (EAL) are supported.

Staff use a new and generally satisfactory method of assessing children although it is not yet effectively used to plan for individual children's future learning. This will be carried forward.

Appropriate methods of developing three-year-olds written work are now in place, which ensures they make suitable progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and motivated to learn. They form good relationships with staff and show consideration for others. Personal independence skills are developing well and older children can manage their coats and pour their drinks competently. Children behave well, take turns and co-operate with each other during their play. There are many opportunities for children to share their home experiences, appreciate similarities and differences through planned activities and topics.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well and respond clearly in group situations, although concentration is sometimes stretched beyond limits for younger children. All children show a love of stories and singing, joining in enthusiastically with familiar songs such as "The wheels on the bus". Children use books and attempt writing in their play. Most children are beginning to recognise their names. Older children can write their names and form letters correctly, linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count and recognise numbers up to and sometimes beyond 10, through songs and activities. Many of the activities offered promote opportunities to compare, sort, match and talk about size. Staff use spontaneous opportunities to encourage children's mathematical language and counting skills such as setting out plates and cups at meal times. Older children carefully draw and name mathematical shapes within play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to explore, investigate, design and make during play. They enthusiastically experiment with cornflour and water, and build box models. Older children plan their ideas, solving problems along the way. All children care for the nursery goldfish and help with the garden throughout the year. There are planned opportunities to learn about the local and wider community, however children have limited access to everyday technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and with a good awareness of safety around the playroom and outdoors. Children show increasing skills in handling tools through regular opportunities to practice with an extensive variety of equipment. Older children cut carefully with scissors and sweep spilled sand efficiently with a dustpan and brush. Regular challenges are provided for children to run, climb and throw, although opportunities to extend individual skills are sometimes missed.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy many opportunities to explore colour and describe texture during activities. Older children mix colours together to achieve their desired result. They create in both two and three dimensions. Children use their imagination in the home corner, speaking on the telephone and preparing meals. Older children act out a familiar story about the three bears. There are planned opportunities for children to dance and move to music. Children sing songs from memory with enthusiasm.

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

- evaluate time spent sitting at large group activities to ensure all children's needs are met;
- improve assessment and use to identify individual children's next steps in learning;
- provide regular opportunities for children to access everyday technology within their play.

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.