



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 228917

DfES Number: 510469

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Emma Davies

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Hollyfield Nursery
Setting Address Hollyfield Road
 Sutton Coldfield
 W Midlands
 B75 7SG

REGISTERED PROVIDER DETAILS

Name Ms Hazel Tristram

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

Hollyfield Nursery opened in 1993. It operates from a purpose built nursery situated in the grounds of Hollyfield Primary School. The nursery and play scheme serve the local area. The out of school care is open to children who attend Hollyfield Primary School.

There are currently 50 children from 3 months to 8 years on roll. This includes 51 funded children. Children attend for a variety of sessions.

The nursery is open term time only. It is open from 08:00 until 18:00. The play scheme opens throughout the year by arrangement.

Ten staff work with the children and there are also students. The majority of the staff have early years qualifications to NVQ Level 3. The group holds The Gold Level Quality Framework for Childcare Strategy.

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

How effective is the nursery education?

Hollyfield Pre-School Nursery offers children high quality nursery education enabling children to make very good progress towards the early learning goals in all areas.

The quality of teaching is very good. The nursery has developed a very good system for planning and assessment with good provision for individual needs, and makes effective use of the well-designed accommodation. This ensures that children have good opportunities to take part in a wide range of activities, regardless of their attendance pattern. Staff show a mostly secure knowledge and understanding of the early learning goals and manage children's behaviour well. A well-judged approach teaches children acceptable behaviour whilst also developing their capacity for self-discipline and independence. They organise sessions well to provide an appropriate balance between independent learning and adult-led activities.

The leadership and management are very good. The head of nursery has a clear vision for how the nursery should develop and communicates this effectively. She takes an active role in monitoring and identifying ways of improving the quality of provision. Careful thought is given to ensuring the setting operates effectively with a large number of staff and children who keep different hours, and to maximising the potential of the new building and excellent resources. There are effective procedures to evaluate activities and frequent opportunities for staff to plan and discuss successful teaching strategies in staff meetings.

The partnership with parents is very good. Parents appreciate the friendly atmosphere and find staff helpful and approachable in both formal and informal opportunities to discuss their children's progress. They are provided with useful information about the educational programme in newsletters, booklets and displays. Parents have good opportunities to become involved in their children's learning through shared reading books, workshops and special events.

What is being done well?

- Careful thought has been given to the organisation of staffing, resources and accommodation to provide children with an environment in which they can use resources independently. The way in which the sessions are structured also enables children to become deeply involved in activities and follow their own ideas.
- There is a strong approach to teaching early literacy through encouraging children to develop the physical skills they need to write, alongside developing understanding about what writing is and how they can use it to communicate.
- Effective systems for planning and assessment ensure that all children have

access to broad range of activities to encourage them to make progress in all areas, with targeted support for individual children who learn more quickly or more slowly.

- Staff make good use of charts, number rhymes and nursery routines to provide children with practical opportunities to develop an understanding of numbers, totals and how to compare quantities.
- The nursery develops a strong partnership with parents and the community through involving parents in children's learning and through frequent visits to a wide range of local facilities, including those on the school site. This is particularly helpful in promoting children's physical development and knowledge and understanding of the world.

What needs to be improved?

- staff's familiarity with how to evaluate activities and assess some aspects of children's learning.

What has improved since the last inspection?

Very good progress has been made since the last inspection of provision for nursery education. There have been many improvements in the nursery in the intervening six years, the most noticeable being the careful consideration behind the recent move into new purpose-built accommodation and consequent enhancement of opportunities for children's learning. Procedures for how to work in this new environment are the subject of ongoing discussion and development and this is encouraging staff to think carefully about all aspects of provision and their impact on children's learning.

At the last inspection, key issues were raised concerning a minor aspect of children's writing and the availability for parents of information about the six areas of learning. Provision for teaching children how to write has been completely redeveloped since the last inspection. Staff now ensure that, alongside encouraging children to develop skills for handwriting, they also promote children's confidence in themselves as writers and their understanding that writing can be used for different purposes.

Parents continue to have access to a good range of information about the nursery programme in different forms and, with the upheaval of relocation over, a new series of parents' workshops is about to start to provide parents with insights into children's physical development and mathematical development. This will help parents to become more involved in their children's learning through continuing activities at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They develop positive attitudes to learning and can take an active part in group discussions. There are plenty of opportunities to take part in extended play and this helps children to learn to concentrate and persist and to become deeply involved in what they are doing. They develop personal independence and are able to use resources independently. Children show care and concern for each other and develop awareness of right and wrong and the needs of others who might be leading different lives.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They use language well to interact and negotiate with each other, and have enough confidence to argue their case. They can also use language to explain and to think about things happening beyond the here and now. Children learn to listen for sound in words and older children can associate these with letters. They develop skills for correct letter formation and understanding of the purposes of writing. Younger children enjoy sharing books while older children can read words in simple sentences.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

They learn to recognise numerals and small quantities and to count accurately, and are beginning to use numbers in their play. They learn to sort into sets and compare quantities, and older children are able to use simple charts to make comparison between groups. Children learn to compare size, shape and position in structured activities and free play, for example with construction materials. They learn to talk about direction and pathways through using a programmable 'roamer'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They investigate objects, materials, living things and simple physical processes, including how things grow and change, and then relate this to features of the world around them. Children learn how to operate a computer and older children can use their skills to support their learning, for example by compiling a personal record on the computer. Children learn about their own and other cultures and discuss celebrations and other special events in their own lives and those of other people.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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They learn to move with control and co-ordination; they use movement to express feelings and take on new roles. They learn to climb, slide and scramble, develop a good sense of balance and can hold fixed positions. Children adapt their movements to different spaces and show awareness of rules when playing games. They learn to use a wide range of large and small equipment with increasing control and independence, and awareness of the need for safety and the effects of exercise on the body.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They show a good use of line, shape and colour in their drawings and paintings, and also have good opportunities to explore form in three dimensions. Children enjoy singing, moving to music and joining in action rhymes, sometimes using musical instruments to accompany their singing. Young children readily engage in simple domestic play routines while older children introduce shared story lines into imaginative play, which are sustained and involve maintaining consistent roles.

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:
- further develop the way in which staff evaluate activities, assess and record children's progress, to maintain a consistent approach to monitoring all aspects of the nursery programme.

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.