



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY248780

DfES Number: 538491

INSPECTION DETAILS

Inspection Date 15/02/2005
Inspector Name Christine McInally

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Footsteps Day Nursery
Setting Address Edward Spencer House
221-223 Old Shoreham Road, Portslade
Brighton
East Sussex
BN41 1XR

REGISTERED PROVIDER DETAILS

Name Miss Geraldine Alexandra Miles

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

Footsteps Day Nursery opened in March 2003 and is privately owned. It operates from self contained and purpose converted premises above a doctors practice, next to Portslade Library in Old Shoreham Road, Portslade. The three playrooms, children's toilets, kitchen and staff room are located on the first floor. There is a fully enclosed garden and covered area for outdoor play. Registered to care for 26 children aged from one year to five years, the nursery is open Monday to Friday 08:00 to 18:00 throughout the year, except bank holidays. There are currently 55 children on roll who attend a variety of sessions, including 14 who receive funded nursery education. The nursery currently supports a few children identified as having special educational needs and have experience of caring for children with English as an additional language. Including the joint managers there are seven staff, four of whom work regularly with the funded children of these three hold a recognised childcare qualification. The nursery receives support from the local Early Years Childcare and Development Partnership.

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

How effective is the nursery education?

The provision of nursery education at Footsteps Day Nursery is acceptable and of good quality. It enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world is particularly well planned and children make very good progress in these areas of learning.

The quality of teaching is generally good. Staff plan a variety of worthwhile, interesting activities and understand what children learn from them. They act as good role models, support the children well in their chosen activities and on the whole question them effectively. Resources are of good quality and well organised to support children's learning. Activities for funded children are presented in an enthusiastic manner but are not always extended to provide sufficient challenge for the more able children. Staff are skilled in using everyday situations to develop children's language skills but occasionally miss opportunities to reinforce their understanding of number.

The leadership and management of the nursery is very good. The joint owners work well together as a team and understand their individual roles and responsibilities. They have systems in place to regularly review and monitor the education provision to ensure continual improvement. Staff are actively encouraged to attend further training.

Partnership with parents is very good. Clear written information on the educational programme is available and more general information on the nursery is provided through the regular newsletters. Parents are encouraged to be involved in the nursery and to contribute to their child's records. Staff are friendly and approachable and always make themselves available to discuss individual progress.

What is being done well?

- Children are confident with each other and with adults. They are interested in the activities offered and generally show high levels of concentration when working on their own and in small groups.
- The nursery provides very good information for parents about the Foundation Stage of education. Parents receive, in advance, copies of the weekly planning sheets, offering good opportunities to be involved in their child's learning.
- Children's communication, language and literacy skills are well developed. They are confident speakers, understand writing can be used for a variety of purposes and are beginning to attempt to write for themselves.

- The nursery routines, along with planned activities, effectively promote children's independence and encourages them to make decisions. Children confidently choose resources for themselves and they are curious and eager to learn.

What needs to be improved?

- the use of everyday activities to further develop children's awareness of simple number operations, such as adding together and taking away,
- the understanding of all staff of how to extend activities to challenge the more able children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and well motivated to learn. They show concern for each other; they share and take turns well. They form good relationships with other children and adults. They enjoy the wide range of activities offered and are developing their own personal independence well. Staff value children's work, and contributions, and they are developing good self-esteem. Good emphasis is given to developing children's awareness of people's differing needs and ways of life.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, they listen well to each other, to instructions and to stories. They enjoy sharing stories with adults and peers and delight in predictable endings. They enjoy books and handle them appropriately. They recognise their own first names and some simple words displayed around the room. Structured activities develop their early writing skills; they understand that writing can be used for different purposes and attempt to write for themselves.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They use comparative language in everyday situations and planned activities for example, as they sort shapes by colour and size. Opportunities are provided to weigh, measure and compare using a variety of resources such as, sand and water play and baking activities. However, occasionally opportunities are missed to reinforce children's understanding of simple number operations such as adding together and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An interesting range of topics allow children to explore and investigate aspects of both the natural and the man made world. For example, as they handle the stick insects or visit the local library. They have access to a computer and use everyday technology in their play. Photographs are used to good effect to encourage children to talk about past events. They are developing an awareness of their own and other cultures through a range of resources and as they celebrate a variety of festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence showing a good awareness of space and others, in both the indoor and outdoor space. Staff are on hand to support and encourage new skills such as helping children to use a variety of tools and implements with increasing skill, for example, as they use a grater. They enjoy regular music and movement activities. They learn about health and bodily awareness through planned activities and topic work.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's learning is supported by a variety of activities such as role-play, art, music and dance. They enjoy worthwhile opportunities to explore texture and three dimensional space when making collages and creating models. They explore sounds as they sing and play with musical instruments. They have opportunities to choose creative materials for themselves. Children enjoy activities, such as fruit tasting and baking, which encourage them to respond using their senses.

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

- increase the emphasis given to developing children's mathematical understanding through everyday activities.
- improve the understanding and knowledge of all staff of how to extend activities to challenge the more able children.

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.