



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 141747

DfES Number: 537383

INSPECTION DETAILS

Inspection Date 14/03/2005
Inspector Name Maxine Coulson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Crosslands Day Nursery
Setting Address 45 Crosslands
Stantonbury
Milton Keynes
Buckinghamshire
MK14 6AY

REGISTERED PROVIDER DETAILS

Name Mrs Anne Mead

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

Crosslands Day Nursery has been registered for six years and is situated in a residential area of Stantonbury, Milton Keynes. The nursery is a detached property and it is an extension to the Valley Day Nursery in Emerson Valley. It provides places for children from the local community. It consists of a baby room, two rooms for pre-school children and a kitchen and toilet on the ground floor, with a further two rooms and bathroom upstairs for children aged one to two years. There is a fully enclosed garden available for outside play. The nursery is open from 08.00 to 18.00, Monday to Friday, for 51 weeks of the year.

The nursery is registered to care for 21 children and currently has 24 children on roll. This includes 2 funded 3-year-old children. The nursery supports children with special needs and those who speak English as a second language.

The nursery employs six full time members of staff including the manager. Five staff have early years qualifications and one staff member is currently working towards NVQ Level 2. The nursery 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?

Crosslands Day Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have an understanding of the Foundation Stage and ensure the six areas of learning are covered by their plans. Staff provide a very good range of toys, equipment and activities for children to practise skills for their physical development. Staff miss opportunities to extend the children's learning in some aspects of mathematics and language and literacy. Plans show a range of activities is on offer at each session. Staff provide resources and some opportunities for the children to develop their knowledge and understanding of the world, but do not plan activities to promote other cultures and beliefs. Staff have very good relations with the children, who are treated as individuals. Staff manage the children's behaviour well through support and encouragement. They have good strategies in place to support children with special educational needs and children who have English as an additional language. They make observations of the children and plan their development against the stepping-stones.

Leadership and management are generally good. Management are supportive of the staff and offer training whenever it is needed. All staff have regular team meetings and the management provide one to one opportunities. They work well as a team and assess their work practices to ensure they are continuously improving their care and education, but staff are not always effectively deployed to ensure children's development in all areas.

Partnership with parents is generally good. They have an informal approach which encourages the parents to become involved in their children's development. They provide written evidence to support the children's progress. The setting does not, however, provide written information for the parents to learn about the Foundation Stage.

What is being done well?

- The environment is welcoming to the children and they are happy, secure and confident. They develop good relationships with the staff and interact well with each other. They are learning independence through making their own choices.
- Children have access to a very good range of resources and equipment that help promote and develop their physical skills through both inside and outside play. They join in enthusiastically with adult-led songs and rhymes and enjoy opportunities for creative play.
- Staff use planning and evaluations to assess the children's achievements and plot the next steps of their progression towards the early learning goals.

- The nursery has a strong partnership with parents. The staff inform parents of topics and encourage them to be involved in their children's development through informal discussions, notices on the parents' board and twice yearly written reports on the children's progress.

What needs to be improved?

- planning of activities and experiences for children to learn about their own and other cultures and beliefs
- areas that encourage children to freely choose books and use them for enjoyment and opportunities for the children to develop their imagination through role play
- deployment of qualified staff working directly with the children to ensure more opportunities are used to help the children develop in all areas of learning and progress towards the early learning goals
- provision of written information for parents regarding the Foundation Stage curriculum.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, relate confidently with each other and work together well as a group. They develop good relationships with the staff. They have access to a good range of toys and resources. The children are developing their independence skills in helping to tidy up and recognise their own needs. They are beginning to show an awareness of their actions and the consequences. Children are not sufficiently developing an interest to be motivated to try new activities and suggest ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident, articulate speakers who engage easily in conversation. They listen well. They have a variety of opportunities to extend their vocabulary and staff help the children develop their awareness of the links between sounds and letters. Through story time the children are beginning to develop an awareness that print carries meaning and reads from left to right. Children do not independently choose to use books for enjoyment and do not have an area to be able to explore them.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to progress and use mathematical language to describe and compare quantity and size. They are beginning to progress in the use of calculation and develop an understanding in the use of addition and subtraction through structured and day-to-day activities. Children are able to recognise and re-create simple patterns, they participate in matching tasks and enjoy puzzles. Everyday objects and routines are not used to encourage children to be able to count reliably up to ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore a good range of natural resources. They are beginning to develop their designing and making skills and use a selection of resources, tools and techniques. Children are beginning to develop an interest and awareness of everyday equipment and technology such as computers and calculators. They learn about their community and environment. Children are not sufficiently developing their understanding of cultural differences and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's physical skills are developing well. They have regular opportunities to use skills to balance and move over and under equipment. There are daily opportunities to practise fine motor skills and handle tools. Children have a growing awareness of space both around themselves and others and are increasingly confident in the way they move around indoors and outside. They are developing their understanding of changes within their bodies and have opportunities to learn about staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experience a varied range of activities and resources to explore shape, colour and texture to stimulate and promote their imaginary senses and skills. Children are confident and capable with tools. They communicate and express their thoughts and ideas with increasing confidence. Children participate enthusiastically during song time and enjoy adult-led songs and rhymes. A home corner is not used effectively to promote children's imagination and development through role play.

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

- plan activities and experiences for the children to learn about their own and other cultures and beliefs
- provide areas for children to freely choose books for enjoyment and have the opportunity to develop their imagination through role play
- deploy qualified staff to ensure children have as many opportunities as possible to develop their skills and knowledge in all areas of learning.

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.