



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205524

DfES Number: 510259

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Christine Holmes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tudor Hall Nursery
Setting Address 168 Birmingham Road
Redditch
Worcestershire
B97 6EN

REGISTERED PROVIDER DETAILS

Name Eastrealm Ltd

ORGANISATION DETAILS

Name Eastrealm Ltd
Address 168 Birmingham Road
Redditch
Worcestershire
B97 6EN

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

Tudor Hall Nursery is a privately owned full day care setting that opened in 1992. It operates from a large converted house situated close to Redditch town centre. A maximum of 65 children may attend the nursery at any one time. The nursery is open for 52 weeks of the year. Opening times are from 07:30 to 18:00 Monday to Friday. The setting also opens on Saturdays for birthday parties and a Saturday club. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged under 8 years on roll. Of these 25 children receive funding for nursery education. Children attend from a wide catchment area, most of their parents work locally. The nursery offers several types of care, including an after school and holiday play scheme and offers flexible attendance patterns. A number of children with special education needs and those who speak English as an additional language are currently being supported.

The nursery employs 20 staff who work directly with the children, plus ancillary workers. Nineteen of the staff hold appropriate early years qualifications, whilst one is working towards a qualification.

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

How effective is the nursery education?

Tudor Hall provides acceptable nursery education overall, but has some significant areas for improvement. Children are making generally good progress in three areas of learning, there are significant weaknesses in three others.

The quality of teaching has significant weaknesses. Although staff provide a wide variety of practical activities that cover all early learning goals and stepping-stones, they do not demonstrate satisfactory understanding of how very young children learn. Staff do not always establish constructive relationships with the children. On the day of inspection teaching methods sometimes stifled children's imagination, enthusiasm and interest and children did not always have time to complete their chosen activity. Staff question and challenge children during planned activities to make them think and solve problems, but the emphasis on adult led and directed activities restricts the opportunities for experiential, child-initiated learning through play. The arrangements in place to support children with special educational needs do not always ensure children are included or that activities are adapted to meet their needs. Resources are of good quality, but are not used effectively to enable child-initiated activities. Staff make regular observations of children's progress and use this to inform discussions with parents about children's progress and to plan future activities.

Leadership and management has significant weaknesses. Although the strengths and weaknesses of the provision have been identified and some improvement made, there has been no rigorous monitoring and evaluation process. Staffs professional development has been limited, which had hindered improvement overall.

Partnership with parents is generally good. Staff have positive relationships with parents. Parents receive information about their child's activities and progress.

What is being done well?

- Staff plan and provide a wide variety of practical activities supported by a good range of resources.
- Children have a good awareness of sounds in words. They are very familiar with their name in print and they are developing their skills with pencils and other writing tools.
- Children are familiar with numbers and counting and use this to solve simple problems. They explore in practical ways mathematical concepts such as shape, size and position.
- Children have good opportunities for physical development throughout the year. In and outdoors they engage in a variety of activities that challenge and extend them to develop their large and small motor skills, supported by a

wide selection of equipment.

What needs to be improved?

- the development of staff's understanding of how children learn through play
- the quality of staff interactions
- the quality of play experiences for children
- the procedures to monitor the effectiveness of the nursery education provision

What has improved since the last inspection?

There are significant weaknesses in the progress the nursery has made since the last inspection.

At the last inspection the nursery was asked to provide a daily opportunity for children to tell their news and talk to the rest of the group. The nursery action plan identifies how this will be achieved through daily discussion times. However, these discussion times are too adult led and directed. For example, children are asked in turn to tell the adult what they had for breakfast. The impact of this teaching method is that children are limited to answering the adults question rather than telling their own news.

The nursery also agreed to develop the book corner to make it more attractive and inviting to children and to select whole group stories appropriate to the age group. A book corner has been created, although not all aspects of the action plan have been implemented. There is a selection of books at children's level and comfortable seating, but children are not choosing to use this area. The impact of this is that children are not developing an enjoyment of books or learning how to use and handle them.

The nursery action plan did not identify how group stories would be more appropriate to the age group. Stories for the whole group are still not always selected appropriate for the age of the group. For example a book about planets and space did not attract the attention of younger less able children in the group who were uninvolved and showed little interest.

An action plan was also made to ensure children had lots of practical opportunities to develop pre-writing skills through structured play. Some aspects of this action plan have been met, such as individual notebooks for each child to practise handwriting skills. However, important opportunities, especially for the younger children and children with special needs to be able to write for their own purposes in activities such as role-play have not been provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are eager to be involved in activities, but they are not always encouraged to explore, experiment or make decisions which results in children losing interest and motivation. Children's positive sense of themselves is not always supported by adults. Opportunities to be independent and take the initiative are limited. Children's understanding of the need to share and take turns is developing well. They are beginning to explore their own and other beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children take part in a variety of activities which develops their listening and language skills. They have good opportunities to recognise the sounds letters make; familiar words such as their name and develop and practise their writing skills. However, children have limited opportunities to write independently or for different purposes such as making lists. Their enjoyment and skills in handling books are not developing well as children are not encouraged enough to go into the book area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have been introduced to number and most children can count confidently and recognise numerals. Children learn to compare quantities and find totals to solve problems. However, these activities are adult led and directed. Children have limited opportunities to select mathematical resources, use and experiment with numbers during their play. Children show a good awareness of shape, size and position and use simple mathematical language well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children take part in a wide range of activities to look at features in their environment such as space, machines and technology. However, children are not encouraged to use all their senses, to question and to investigate which limits their understanding. Children are not encouraged enough to ask how things are happening or why. Children's confidence and ability to examine and talk about things is hindered by adult directed activities. Children have limited opportunities to express themselves.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use a good range of large and small equipment. Staff encourage and support children to practise new skills safely. Children demonstrate control of their bodies when walking, running, dancing, climbing and balancing, but children's imaginative movement is at times restricted by adult led and directed activities. Children are developing their understanding of their bodies and healthy eating, such as becoming aware that milk is good for strong teeth and bones.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are beginning to differentiate colours and are able to name some colours accurately. They explore texture and media, but they are not developing individual creativity as art and craft activities are always adult led. Children enjoy singing. They are able to recall a few simple songs from memory. Children's imagination is limited by adult lead and directed activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's understanding of how children learn to enable them to increase the quality of their interactions with children.
- ensure staff provide positive learning experiences for children and develop constructive relationships with them
- ensure staff promote children's enthusiasm, imagination and interest to enable them to operate independently and develop individuality
- devise and implement a rigorous procedure to monitor the effectiveness of the nursery education provision.
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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.