



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 258584

DfES Number:

INSPECTION DETAILS

Inspection Date 12/12/2002
Inspector Name Ros Church

SETTING DETAILS

Setting Name Learning Tree Nursery
Setting Address 200 Kirkby Road
Sutton in Ashfield
Nottinghamshire
NG17 1GP

REGISTERED PROVIDER DETAILS

Name Mrs Jane Orme

ORGANISATION DETAILS

Name
Address

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 Learning Tree Nursery operates from a detached large house in Sutton in Ashfield. It is privately owned, purchased in 2000, and is one of a group of seven nurseries which are family owned. The ground floor is used for the under two year olds, and upstairs for the over twos. There are three activity rooms, and children are organised into age/ability groups. There is an enclosed outdoor area, which benefits from grass and hard surfaces. The nursery is registered for 36 children under eight years. There are currently 60 children on the register, this includes seven children of three and four years of age who receive Nursery Education Funding. The nursery supports children with special educational needs, however at present there are none receiving funding. The nursery is open Monday to Friday, 7 am to 6 pm, throughout the year, closed only for bank holidays. The majority of staff hold Early Years Qualifications, with others working towards them. 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?

The Learning Tree Nursery offers good quality nursery education where children enjoy learning through a variety of interesting activities, this helps children to make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. Staff show a good understanding of the foundation stage and plan a wide range of activities to help the children learn. There are very good relationships between the staff and children. They have clear expectations of children's behaviour, which is reinforced by praise and encouragement. Although there are currently no children with special educational needs, there is an effective system in place to provide good support. A very good assessment system is used to check and record the children's progress towards the early learning goals. However, staff did not sufficiently challenge more able children in mathematical development. The routine of the setting does not always allow children opportunity to access and complete some activities. Leadership and management is very good. The nursery benefits from strong leadership and a well-structured management system. There is commitment to improve standards of care and education, and provide opportunities for staff development through training courses. The partnership with parents and carers is very good. Parents are well informed about their children's progress through the developmental assessment records. The nursery makes provision for parents to contribute and share information about their child's learning.

What is being done well?

Children's personal, social and emotional development is very good. Children are interested in the activities provided, they demonstrate motivation and enthusiasm to learn. Children's knowledge and understanding of the world is very good. Children investigate objects and materials by using all of their senses through planned and spontaneous activities. Children confidently move around the environment, both indoors and outdoors. Children show confidence when speaking to adults and peers. Staff have high expectations of children's behaviour, and encourage this through praise. Strong leadership of the setting shows sound understanding of the practices of the provision. The management structure ensures continual improvement through staff development.

What needs to be improved?

Staff's knowledge and understanding of how they can challenge more able children in all areas of mathematics. The routine of the setting, to allow children the opportunity to access and complete all activities.

What has improved since the last inspection?

Not Applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. Children show interest in the activities and enthusiasm to learn. They are forming good relationships with the staff and their peers, they relate well to one another, and confidently express their needs. Children are developing social skills such as turn taking and sharing.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children make very good progress in communication, language and literacy. They confidently engage in conversations with adults and peers, they listen to each other during group times, and when discussing personal experiences. Children use writing as a means of recording and communication through planned and spontaneous activities.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Many children can count beyond ten and recognise numerals to nine. Good one to one activities extend children's understanding of mathematical language, comparing quantities, addition and subtraction. However, opportunities are missed in some areas for the more able children to develop their mathematical skills.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children make very good progress in knowledge and understanding of the world. Children use and explore a variety of resources which stimulate their senses. They learn about the natural world during planned activities. Children use the computer and other resources with confidence. Children learn French as an additional language, as part of a planned activity.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development. They use a variety of large and small equipment, they are learning to use these with control and co-ordination. Children move confidently and safely around the environment, they move from room to room to access a variety of activities and equipment and show an awareness of space, of themselves and others.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. Children express their	

ideas freely through a good range of activities such as role-play, music, painting, box modelling and collage, using a variety of equipment and materials. They explore different instruments and the sounds they make and learn how these can be used to accompany songs.

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

Increase staff's knowledge and understanding to ensure more able children are sufficiently challenged in all areas of mathematics. Adapt the routine of the setting to allow children the opportunity to access and complete all activities.