

The inspection of educational provision for children before compulsory school age

Nursery report on: Burleigh House Day Nursery

Registered Nursery Education Inspector: Mary Dyas

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Contract number: T/054/08N

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery:	Burleigh House Day Nursery
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Telephone:	01633 223458
Person responsible for day-to-day management	Dawn Cromwell
Position	Manager

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty’s Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

1.0 Context of the setting

Context of the nursery setting

Burleigh House Day Nursery opened in January 1992 in a large semi-detached house close to the centre of the city of Newport in South Wales. It is registered to take 44 children from birth to five years in three separate rooms. The pre-school group currently has 20 children on roll of which 4 are four year olds, 12 are three year olds and the remaining 4 children are over 2 ½ years old and considered to be ready to move on. There are 9 three year olds and 2 four year olds in receipt of funded educational provision. During the inspection there were 11 three and four year olds present in the morning and five in the afternoon.

Children come to the nursery from a very wide area, some from as far away as Cardiff, in many cases because the nursery is close to their parent's place of work. The children come from mainly advantaged homes and currently 95% speak English as their main home language. While there are no children with special needs attending Burleigh house at present, the nursery's stated policy is that 'children with or without Special Needs should have the opportunity to develop to their full potential alongside other children in an educational environment'. Positive arrangements are in place to enable children to settle easily into the nursery environment. A pre-visit is offered during which time parents and carers are able to leave their child for a short time while they discuss their needs with the nursery staff and meet the child's keyworker.

The pre-school room is large and brightly decorated with examples of children's work. It is well laid out with different areas of learning with a small annexe where separate activities such as a role play area can be accommodated. Toilets lead off this annexe and are freely accessed by the children. The room opens out onto the nursery garden which is an outstanding feature of this setting. It has been developed over a number of years and provides a fully resourced and exciting outdoor play space for the children which incorporates all the areas of learning of the Foundation Phase and which is used throughout the year in all weathers.

The nursery has held the Basic Skills Agency Quality Mark since 2004 and renewed in 2007. It was last inspected by the Care and Social Services Inspectorate Wales in December 2008 with no requirements or recommendations and by Estyn in July 2001.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

2.2 Standards achieved by children in the seven areas of learning

Seven areas of learning	Grade for under-fives
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	1
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	1
Creative development	2

2.3 Inspection judgement on the quality of education provided by the setting

Quality of education	Grade for under-fives
Quality of provision for children's spiritual, moral, social and cultural development	1
Quality of planning for children's learning	1
Quality of teaching	1
Quality of assessment and recording of children's progress, and reports for parents and carers	1
Quality of the relationships with parents, carers and the community	1
The contribution made by the setting to children's well-being	1
Quality of the leadership and management of the setting	1
The progress made by the setting in implementing the key issues for action identified in the last inspection report	1

3.0 The standards achieved by children in the seven areas of learning

Standards achieved by 3-4 year-olds

3.1 Personal and social development, well-being and cultural diversity

Children's standards in personal and social development, wellbeing and cultural diversity are good with outstanding features.

Outstanding features

All children in the pre-school group are relaxed and happy in the setting. They come into the nursery happily and immediately settle to a quiet activity at the beginning of the morning before they gather together for a snack. Most children show high levels of self-confidence as they explore and experiment with the activities which have been set out for them. They make suggestions about things that they might do within a topic and ask for favourite activities to be repeated.

All children are making very good progress in their personal and social development. Through well-planned activities and opportunities for them to follow their own interests, children are motivated to learn.

The children's awareness of different cultures is developing well. They show a clear understanding of lifestyles different from their own; for instance they talk about a little girl in India who carries water in a pot on her head for a long distance every day. They know they are Welsh and are developing an awareness of the cultural heritage of Wales.

Relationships between children are excellent; they relate well to each other and demonstrate sensitivity, respect, care and affection. They play happily alone and alongside others, displaying very good behaviour and self-control. Children are confident in the company of adults and enjoy helping them clear away activities.

Good features

All children are developing independence. They use the toilet independently and know that it is important to wash their hands afterwards and also before they have something to eat. At snack time and lunch time they help to give out plates and cutlery and pour their own drinks from a jug and when going outdoors all children put on and take off coats and try to fasten them according to their stage of development. Individually and in small group situations, they concentrate independently of adults for lengthening periods.

Shortcomings

No shortcomings were identified.

3.2 Language, literacy and communication skills

Children's standards in language, literacy and communication skills are good with outstanding features.

Outstanding features

Children develop very good language skills as they grow up through the nursery groups and this is supported well by consistent use of a programme which focuses on speaking and listening skills. This is an outstanding feature and as a result most three and four year olds are happy to speak within a small group and all listen attentively to one another as they take turns to speak. Almost all children speak confidently to one another and to adults. They are able to express themselves clearly when explaining what they want and when talking about things they have done.

Good features

All children listen with great enjoyment to stories read to them in a group or individually, following the story carefully and eagerly filling in the next part. Many children enjoy looking at books during the course of their play. They handle them correctly and identify elements of the story from the pictures. Most children are beginning to understand that words convey meaning and recognise their names in a variety of contexts including the use of name cards during self-registration. All children are learning that letters of the alphabet have distinct sounds of their own and most are able to identify six to eight letters and give their initial sound.

Shortcomings

No important shortcomings were identified.

3.3 Mathematical development

Children's standards in mathematical development are good with no important shortcomings.

Good features

Through many rich learning opportunities to explore both the indoor and outdoor environments, children are making very good progress in their mathematical development. All children are developing a very good understanding of number. All can join in counting by rote numbers to ten; some go beyond this and are familiar with larger numbers to and past 20. Through first hand experiences using everyday objects and materials, children are learning to sort, compare, contrast, order, match and sequence.

Most children use mathematical language in a wide range of relevant contexts, for example, using construction apparatus to build high or higher walls. Through activities such as searching for hidden objects, children are beginning to develop their positional vocabulary, such as, indoors, outdoors, over, under, above, below, in front, behind, on top of and underneath. Almost all these children are developing an appropriate awareness of the passage of time through the order of their daily routines. All children are becoming familiar with the money and its use through role play situations such as the garden centre and cafe, and also other more structured opportunities to sort and count change,

Shortcomings

No important shortcomings were identified.

3.4 Welsh language development

Children's standards in Welsh language development are good with no important shortcomings.

Good features

Almost all children are happy to join in with the Welsh songs and rhymes they have learned. All respond positively to the prompting 'yn Gymraeg' to count or name colours in Welsh. A few children are beginning to use the words they have learned spontaneously as they play; for example when showing the daffodils they have been growing they talk about cennin pedr.

Many children are happy to look at books written in Welsh and use the pictures to help them to follow the story.

Shortcomings

No important shortcomings were identified.

3.5 Knowledge and understanding of the world

Children's standards in knowledge and understanding of the world are good with no important shortcomings,

Good features

Most children know the days of the week and are able to recite them by rote. Many discuss the weather and are able to discuss different features of different seasons. The majority of children are developing an understanding of the passing of time through their familiarity with the routines of the nursery and anticipate what is going to happen next.

The children are beginning to understand about different places. Many come from quite far away and talk about places they have been with their families and about their group visit to Newport market.

There are many opportunities for the children to explore and to solve problems which they approach with confidence and enthusiasm. For example they know that ice is frozen water and suggest ways to make a block melt to release the trapped dinosaurs – put it in the sun, pour on hot water, hold it in your hand.

Through their topic work the children are beginning to develop an understanding of the environment. Many show an understanding that different animals live in different habitats and are able to name some that live on a farm or in the sea.

Shortcomings

No important shortcomings were identified.

3.6 Physical development

Children's standards in physical development are good with some outstanding features.

Outstanding features

All children thoroughly enjoy engaging in well-planned vigorous and strenuous play. Outdoors they refine their skills of climbing and balancing and confidently climb over, under, up and down large equipment showing good control and co-ordination.

Indoors during a relaxing yoga session they again show exceptional control of their bodies as they move slowly in different ways and into different positions.

Many children demonstrate outstanding control as they throw, catch and roll balls to one another.

Good features

The children's fine motor skills are promoted using a wide range of activities and resources. For example, threading objects and fitting jigsaw pieces into place. Most children demonstrate manual dexterity as they use tools to dig in the garden to plant seeds, knives and forks to eat their dinner and finer control when they use small tools to make patterns in clay.

Shortcomings

No shortcomings were identified.

3.7 Creative development

Children's standards in creative development are good with no important shortcomings.

Good features

There is a good selection of children's colourful work on display, showing examples of painting, printing cutting and sticking. Children make clear choices about the colours and effects they want to use when creating a picture of a vase of daffodils. Most children make good use of the role play area and they enjoy acting in role and dressing up in the role play garden centre and cafe. The children are encouraged to discuss their play and respond enthusiastically.

Following adults' instructions, most children are able to use a range of percussion instruments to demonstrate loud, quiet, fast and slow sounds as they play along to their singing. They are beginning to appreciate the work of others as they listen carefully to each other's performance.

Many children respond positively to suggestions to move to music in different ways; for example to move like water.

Shortcomings

No important shortcomings were identified.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds

4.1 The quality of provision for children's spiritual, moral, social and cultural development

The quality of provision for children's spiritual, moral, social and cultural development is good with some outstanding features.

Outstanding features

Children are cared for in an inclusive, warm and friendly atmosphere where they are encouraged to be inquisitive and to take responsibility for their own actions. Parents and carers are actively encouraged to be involved in their children's personal development. As a result the children are exceptionally confident, happy, well behaved and eager learners. They know right from wrong and show high levels of self discipline. Spiritual development is outstandingly promoted through encouraging the children to pause and marvel at the wonders of the world around them; for example looking at a rainbow, the snow or a beautiful sunset.

The life and work of the nursery outstandingly reflects positive attitudes and values and promotes respect for the diversity of beliefs, social and cultural traditions within society. For example the children have looked at the lifestyle of children living in India and compared this with their own way of life.

Good features

The policies and routines of the nursery promote positive behaviour successfully and the children are guided very well through the use of praise and are sensitively guided in learning right from wrong.

The children regularly raise money for good causes such as Barnardos where money is allocated to local children.

The children are making good progress in their introduction to the Welsh language and have learned about some of the culture and traditions of Wales through their celebrations of St David's Day.

Shortcomings

No important shortcomings were identified

4.2 The quality of planning for children's learning

The quality of planning for children's learning is good with outstanding features.

Outstanding features

The systematic provision of thematic planning, enhanced provision and focussed session plans are outstanding features. The curriculum co-ordinator involves the other practitioners effectively in developing daily plans and this ensures that they have a clear understanding of their role in promoting a flow of activities within well established day to day routines.

The planned provision is imaginatively implemented to ensure the children benefit from first hand experiences that build up their confidence and independence, enhance their learning skills and develop their knowledge and understanding. The provision for children's learning outdoors is another outstanding feature.

Good features

The curriculum is well resourced including multicultural toys and books. It effectively promotes equality of access for all children whatever their backgrounds, special or linguistic needs and provides a good balance between child-led and adult-led activities. All focus activities are evaluated in order to inform future planning and these evaluations have begun to identify the range of learning and development for the more and less able.

Shortcomings

There are no important shortcomings but evaluations are still mainly descriptive and need to become more evaluative.

4.3 The quality of teaching

The quality of teaching is good with outstanding features

Outstanding features

Practitioners have very strong working relationships with one another and with the children. They have high expectations for children's progress and achievement and encourage them to engage in a wide variety of suitably challenging activities. They engage children in discussions to develop thinking and understanding of their experiences using wide and varied vocabulary, well-focused open questions, praise and encouragement.

There is a very good balance between structured learning through child-initiated activities and those directed by adults; adults have a clear understanding of when it is appropriate to intervene to extend children's learning and when to allow them to reach conclusions by themselves. The learning environment is outstandingly managed and organised; children move confidently between the indoor and outdoor learning environments both of which provide a range of appropriately challenging and differentiated play.

Good features

All practitioners demonstrate a sound understanding of the seven areas of learning of the foundation Phase. They work together positively as a team supporting each other and the children well.

Shortcomings

No important shortcomings were identified.

4.4 The quality of assessment and recording of children's progress and reports to parents and carers

The quality of assessment and recording of children's progress and reports to parents and carers is very good with some outstanding features.

Outstanding features

Assessment is an outstanding feature of this nursery and a positive tool which supports and enhances the children's learning as a result of the detailed information gathered by each keyworker. At the end of each week the practitioners record whether each child in their keyworker group has or has not attained the targets for that week. If individual children have not achieved the learning objective this is recorded and a suggestion for the next step for that child is noted and followed up by the keyworker the following week.

Parents and carers are very much part of the assessment process for the children and during the spring term they are invited to a parents evening when they are able to look around the nursery at the work the children have been doing and to talk to their child's keyworker. They are given a written report with a comment on the child's progress and the next steps they will be working on for each area of learning. There is also space for parents to comment.

Good features

Children are assessed using the baseline assessment recommended by Newport Borough Council when they join the pre-school group and when they leave a written report is prepared for parents and carers and a copy passed on to the child's receiving primary school.

Shortcomings

No shortcomings were identified.

4.5 The quality of relationships with parents, carers and the community

The quality of relationships with parents, carers and the community is good with outstanding features.

Outstanding features

Parents of children in the pre-school group are well informed about the learning experiences provided for their children. Each week parents receive a pre-school activity sheet which list planned activities, the rhyme of the week, the main book the children will be reading at storytime, words and letter sounds the children will be introduced to and suggestions for things they can do at home with their children to support their play at school.

Regular newsletters are sent to all parents and carers by hard copy and email.

The group welcomes many visitors to come to talk to the children; for example a representative of the Royal National Lifeboat Institution, a police officer, a lady from India, the fire service and any parents who have a skill or interesting occupation to share with the children.

The children are also taken out into the community to help them to learn about different places. They go to the local shops, park and market and also wider afield to visit a farm run by the present owner.

Good features

The pre-school group operates a lending library for their children to borrow books to take home to share with their families.

The setting is developing good links with the nearby primary school who invite the children to see their Christmas play and to look around the school.

Shortcomings

No important shortcomings were identified.

4.6 The extent to which the setting contributes to children's wellbeing

The extent to which the setting contributes to children's wellbeing is good with no important shortcomings.

Outstanding features

There are outstanding procedures in place to ensure the setting contributes to children's well being, supported by a wealth of clear policies and procedures to safeguard children and ensure their health and well being. There are secure arrangements for the safety of children, who are very well supervised at all times. The anti bullying and behaviour policies are very effective in ensuring the children's well being.

Good features

Children are taught to be caring of others, helping to raise substantial charitable funds. There are well thought through procedures for safe conduct on visits, with appropriate risk assessments undertaken. Appropriate staff have recently undertaken update training for the protection of children and the administering of emergency aid. Accident and medicine procedures are adhered to. Snacks are healthy and nutritious, and children are encouraged to participate in vigorous activity in the outdoor area.

Shortcomings

No important shortcomings were identified.

4.7 The quality of the leadership and management of the setting

The quality of the leadership and management of the setting is good with outstanding features.

Outstanding features

The nursery has clear aims and objectives that are focussed on the development and well being of the children. Self evaluation is well embedded into the organisation of the nursery and staff are striving for improvement wherever this is possible. Relationships within the nursery are excellent and staff work together for the common good. For example staff working with younger children in the nursery have attended a course providing an introduction to the Foundation Phase to give them insight into the recent developments in the pre-school group. Monitoring of staff, provision of training and recognition of strengths are outstanding and achieved through a careful appraisal system which is followed up every two months with one to one meetings with the nursery manager.

Good features

Staff attend a wide range of courses provided by the local education authority which support their personal and professional development. The setting enjoys a good relationship with the Early Years Childcare and Development Partnership.

Shortcomings

No important shortcomings were identified.

4.8 The progress made by the setting in implementing the key issues for inspection identified in the last inspection report

The nursery has made outstanding progress in implementing the key issues for inspection identified in the last inspection report.

5.0 Recommendations

The setting needs to:

Ensure that all evaluations of planned activities are meaningful and evaluative.

Continue to provide a well planned, stimulating high quality education for the children in their care.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.