



Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
For Education and Training in Wales

THE INSPECTION OF EDUCATIONAL PROVISION FOR CHILDREN BEFORE  
COMPULSORY SCHOOL AGE

**NURSERY REPORT ON:  
Osborne's Children's Nursery**

Registered Nursery Education Inspector: Dr Julia Coop

Date of inspection: 13th February 2006

Contract number T/111/05

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# REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery: Osborne's Children's Nursery

Address In the grounds of Dan-y-Graig Nursing Home

Quantock Drive

Newport

South Wales

Post code NP19 9DF

Telephone 01633 282100

Person responsible for day-to-day management:

Mrs Karen Smith

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:

**Very good (Grade 1)** many good features, some of them outstanding;

**Good (Grade 2)** good features and no major shortcomings;

**Satisfactory (Grade 3)** good features outweigh shortcomings;

**Unsatisfactory (Grade 4)** some satisfactory work, but shortcomings in important areas;

**Poor (Grade 5)** many shortcomings

## 1.0 CONTEXT OF THE SETTING

Osborne's Children's Nursery is a small family run nursery catering for children age 0-5 years. It was established in 1992 and has been registered for Educational Provision for 3 to 5 year olds since 2005. It is open for 52 weeks of the year from 8.00 AM until 6.00 PM and holds 2 sessions per day. Currently, seven 3 year olds and four 4 year olds are in receipt of funding. During the inspection only five 3 year olds and two 4 year olds were present.

The nursery operates in a self contained building in the grounds of a Nursing Home. The pre-school children use two rooms. One room is used as a classroom and the other room is used for messy and practical activities, such as water and sand. The children also have access to a quiet room and garden, which are shared with younger children. They also have their own self contained outside area. The accommodation is bright and attractive and many interesting displays celebrate the children's work. The grounds are attractive and the children can also visit and use the gardens of the adjacent Nursing home.

All children speak English as their first language. There are no children from minority ethnic groups and no children have a special educational need, but the playgroup offers appropriate support for children with particular needs and has wheelchair access. Children come from the local area and have a range of socio-economic backgrounds. They enter the playgroup with a wide range of abilities.

The nursery has its own team of four staff, some working part time. All members of staff have appropriate childcare and education qualifications and the deputy manager is a qualified teacher. Due to unforeseen circumstances the manger was absent during the inspection. The nursery has good links with the Early Years Development and Childcare partnership and the Newport Local Education Authority. It has recently been inspected by Care Standards Inspectorate Wales. This is the first Estyn Inspection.

## **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 desirable outcomes for children's learning.

## 2.2 Standards achieved by children in the six areas of learning

Six areas of Learning	Judgement for 3-5 year old children
Language, Literacy and Communication Skills	2
Personal and Social Development	1
Mathematical Development	2
Knowledge and Understanding of the World	2
Physical Development	2
Creative Development	1

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

Quality of Education	Judgement for 3-5 year old children
Quality of planning for children's learning.	2
Quality of teaching.	2
Quality of assessment and recording of children's progress, and reports for parents and carers.	2
Quality of the relationships with parents, carers and the community.	1

### 2.4 The quality of the leadership and management of the setting

Leadership and management have good features and no major shortcomings. Staff work well as a team and there are good professional development arrangements.

### 2.5 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 no major shortcomings. The setting effectively encourages children to be polite and caring and successfully promotes an understanding of their own and other cultures.

## **2.6 The progress made by the setting in implementing the key issues for action identified in the last inspection report**

Not applicable

## **3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING**

Standards achieved by 3-5 year-olds.

### **3.1 Language, Literacy and Communication Skills**

#### **Good features**

All children speak in sentences and can communicate their ideas well. Most children talk as they play with each other. Some older and more able younger children are not afraid to ask questions or make suggestions about their learning. The most able children are articulate and enjoy talking about the adventures of Charlie the teddy bear who they take home in turns. Some older and more able children are beginning to recognise their written name and key words in displays. All children enjoy listening to stories and like making marks on paper. The most able children form some letters correctly and read back their writing.

#### **Shortcomings**

Few children take the opportunity to select a book from the book corner and tell stories from the pictures, because the range and variety are limited. The early reading skills of the most able children are not stretched beyond learning the letter of the week.

### **3.2 Personal and Social Development**

#### **Good features**

Children at Osborne's are very happy and settled and at all times are fully engaged in learning. All children whatever their age or ability concentrate for long periods and persevere in their chosen tasks. They all display a great deal of confidence and affection and are not afraid to explore the learning environment and experiment with different resources. These are significant strengths and are due to the hard work of staff who have formed warm and supportive relationship with the children. The children play very well together, take turns sensibly and are confident to select activities of their own. They respond very well to adult direction and enjoy helping to tidy up or to hand out the milk. All the children use the toilet independently and wash their hands before eating. Most children use Welsh to greet each other and Daffyd the puppet. Older and more able children respond to simple instructions in Welsh and can, in turn, ask simple questions in formal Welsh activities. All children delight in looking after 'Sue Ling', a persona doll, who is 'very shy' when she visits for the day, showing a mature concern for her welfare.

#### **Shortcomings**

There are no significant shortcomings.

### 3.3 Mathematical Development

#### **Good features**

Children enjoy counting activities and younger or less able children can count forwards and backwards to 5 and can match pictures correctly. More able and older children can count accurately to 10 in Welsh and English. They recognise the written numeral and can peg the correct number of items onto a washing line or tick the number of shells they find in a game. All children recognise colours and the most able can suggest different ways they can sort, such as by eye colour or size. Some more able and older children also recognise simple shapes comparing a circle to a 'full moon' and can measure items using hand or feet spans. More able and older children can count out the correct number of pennies to buy a stamp and all children enjoy using money in the Chinese café.

#### **Shortcomings**

There are few opportunities for more able children to write numbers in their play.

### 3.4 Knowledge and Understanding of the World

#### **Good features**

Many interesting experiences are planned that encourage the children to use all of their senses to explore the world around them. All children know that special people, such as the postman who visited them, help them. They appreciate their own Welsh culture and cultures of the world when they celebrate different festivals such as St David's Day, Japanese Day, Diwali and Chinese New Year. Activities, such as tasting Chinese noodles, using chop sticks, talking to Sue Ling or examining bamboo shoots engage children's interest so they learn a lot. All children delight in discussing the weather. They know it is cold in winter and know why they need to wear warm clothes. All children like exploring different materials, such as clay and large boxes, to create different items or discovering what items float or sink. They appreciate that some things change when they are cooked and the children tried hard to solve the problem of how to wrap presents using paper they had designed. With support, more able and older children can use the computer and have good control of the mouse.

#### **Shortcomings**

There are few opportunities available for children to explore programmable toys or use individual cassette players with headphones to extend the most able pupils in particular.

### 3.5 Physical Development

#### **Good features**

All the children move around the nursery and outside area sensibly. They move with good control and an awareness of each other. The most able children accurately throw a bean bag through a hoop and can climb using alternate feet and maintain their balance on the climbing frame. All children can run and hop and the most able recognise that exercise makes you warm.

All children handle pencils, small tools and paintbrushes well and achieve the effects they want.

### **Shortcomings**

There are no significant shortcomings

## **3.6 Creative Development**

### **Good features**

All children use bold colours and brush strokes to paint self portraits. They like looking at each other's paintings and say which ones they like best. They like making dough models and models out of building bricks and show lots of imagination and creativity when they make clay necklaces and hedgehogs using a variety of different materials. All children delight in acting in role and dressing up. Older and more able children are particularly imaginative when they act in role in the Chinese café and enjoy making up imaginary scenarios. All delight in using junk materials to explore and create items such as Fire Engines and these experiences particularly motivate the boys.

Singing, music and dance are outstanding features because of the very good input from a specialist member of the staff. All children sing lots of songs and rhymes in Welsh and English. They sing tunefully and with expression and move with very good imagination to Chinese music delighting in making up a dragon dance. Children particularly enjoy playing different musical instruments. They can play a range of un-tuned percussion instruments correctly to accompany a song whilst maintaining the beat. Older and more able children can change pace when instructed and all respond correctly to visual symbols when playing.

### **Shortcomings**

There are no significant shortcomings.

## **4.0 THE QUALITY OF EDUCATIONAL PROVISION**

### **The quality of educational provision for 3-5 year-olds**

#### **4.1 The quality of planning for children's learning**

### **Good features**

The long and short term planning is good and based on a good understanding of how young children learn best. The nursery uses information from parents to help planning. There is a good balance of teacher led and child centred activities across the six areas of learning and relevant themes are used to engage the children's interest. There is good promotion of racial equality through a variety of multi-cultural resources and activities planned around different Faith festivals. The needs of children who may have a particular language difficulty are well met through the use of a specialist teaching programme.

### **Shortcomings**

Although the use of the outside area is planned for, currently children do not have free access and, time spent outside learning is limited to a few minutes each day. Planning does not include activities to extend the learning of the more able children enough.

## 4.2 The quality of teaching

### **Good features**

Relationships between staff and children are very caring and supportive, routines are well established and this successfully helps children feel confident to learn. There is a good team spirit and staff work well together. There are high expectations of behaviour and staff have a lovely positive manner with the children, encouraging boys and girls to 'have a go'. Staff have a good knowledge of the Desirable Outcomes for Children's learning. They use available resources particularly well to make learning interesting and relevant and to promote effectively equality of opportunity and respect for diversity. Teachers interact purposefully with the children and they ask relevant and challenging questions to support learning.

### **Shortcomings**

There is limited use of incidental Welsh in daily routines and encounters to develop children's bilingual Welsh skills. There is potential to improve the range of resources and activities available to support early reading skills, particularly of the most able children.

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

### **Good features**

On entry to the nursery pre-school class, a detailed baseline assessment is undertaken. Each term staff keep careful records of the children's step by step progress in developing basic skills in a useful colour coded format. They observe children daily and record these observations to help target interventions in learning. Samples of children's work are kept and appropriately commented upon and dated.

Parents receive an informative end of year report and formal consultations meetings are planned. There is an open door policy and staff are available at all times to discuss individual concerns with parents.

### **Shortcomings**

A few parents, who are unable to pick up their children daily, would like more information about how their children get on each day. Currently, there is no home school link book for staff or parents to write comments in if they should wish. Children's reports do not indicate to parents the next steps in their children's learning.

## **4.4 The quality of relationships with parents, carers and the community**

### **Good features**

Relationships between the school and community are very good and a strength of the provision. Visits into the local area such as to the mobile library and the nursing home, to say hello, share their activities or provide concerts for the residents, coupled with visits wider a field, such as to Bristol Zoo or an Aquarium add much to the quality of children's learning. In addition, visitors such as the postman or representatives from a soccer school enhance the curriculum very well. These very successfully help develop children's confidence and personal and social skills.

Parents' views are formally sought through questionnaires and regular newsletters keep carers and parents fully informed. A particular strength is the very informative topic letter containing useful ideas for parents to support learning at home.

### **Shortcomings**

There are no significant shortcomings

## **5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT**

### **The quality of the leadership and management of the setting**

### **Good features**

Leadership and management are effective. Although unavoidably absent for the inspection, it is clear that the manager and, also the owner, have a clear vision and aims for the nursery. This is based on promoting a nursery where children feel happy and secure and have many stimulating 'hands on' learning experiences. There is good documentation and policies are regularly updated in order to fulfil these aims. The work of staff is monitored carefully and staff training is well thought out to meet individual needs as well as to improve the quality of education provided. The nursery works closely with outside agencies to enhance the provision. All children are welcomed whatever their particular needs.

### **Shortcomings**

Although the nursery is aware that the outside learning environment needs to be developed, the nursery has not yet established a comprehensive self-evaluation

system. Currently, there are no formal procedures established to evaluate the impact of staff training on the quality of provision.

## 6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

### The provision for 3-5 year-olds

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

##### **Good features**

The nursery promotes children's spiritual, social, moral and cultural development well through daily events and relevant themes. Regular 'circle times' encourage children to think about their experiences, and at all times children are encouraged to be polite, friendly, self confident and caring children. They learn about different cultures through a wide range of activities and resources. As a result, they are well prepared for life in multicultural Wales. Children know they live in Newport in Wales and know something of the Welsh culture.

##### **Shortcomings**

There are no significant shortcomings

## 7.0 PROGRESS SINCE THE LAST INSPECTION

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

Not applicable

## 8.0 THE KEY ISSUES FOR ACTION

The setting needs to:

- Provide more activities to extend the learning of more able children, particularly their early reading skills;

- develop a self evaluation system so it can be used to plan improvements. Once established, monitor the impact of action taken, as well as staff training, on raising standards and quality of provision;
- as planned, develop the outside learning environment to allow free access so that children have more opportunities to use different learning styles appropriate for the Foundation Phase;
- continue to develop staff expertise and confidence so they can use Welsh incidentally to support the development of children's bi-lingual Welsh skills.

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 Estyn. An evaluation of the action taken will form part of the next inspection.