



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY298468

DfES Number: 547043

### INSPECTION DETAILS

Inspection Date 25/02/2005  
Inspector Name Rachael Mankiewicz

### SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care, Out of School Day Care  
Setting Name Tertiary Tots  
Setting Address Northampton College  
Badby Road West  
Daventry  
Northamptonshire  
NN11 4HJ

### REGISTERED PROVIDER DETAILS

Name Northampton College

### ORGANISATION DETAILS

Name Northampton College  
Address Northampton College  
Booth Lane  
Northampton  
Northamptonshire  
NN3 3RF

## 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

Tertiary Tots provides childcare in a day nursery established in March 2001, and out of school care registered since March 2002. The nursery is situated in a self-contained bungalow and separate rooms with it's own facilities in the main college building. The nursery operates from 08:45 to 17:00 Monday to Thursday and from 08:45 to 16:30 on Fridays, during term time only. It offers nursery grant funded places for three and four year old children. No children with special educational needs or children with English as an additional language currently attend.

There are nine members of staff of whom eight have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development Childcare Partnership.

The after school care consists of an after school club which is open from 15:00 to 17:15 each week day during term time, and a holiday play scheme which is open from 08:30 to 17:15 mainly during the Easter break and summer holidays only.

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

### How effective is the nursery education?

Tertiary Tots provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development, creative and physical development, and knowledge of understanding of the world is very good.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage, seen through the range of interesting activities which are presented in a variety of ways. The effectiveness of the curriculum planning for all children is generally good, although children do not always practice simple mathematical problem solving and use spontaneous letter sounds as they play. The system for child observation and assessment does not always show how it influences the planning for children's progress. Staff's use of time and other resources is good. They manage children's behaviour well and have good relationships with them. Staff provide children with a good level of support, according to their individual needs, and by asking appropriate questions to make children think, make choices and arrive at decisions.

The leadership and management is generally good overall. Staff induction and appraisal systems are well developed, with a commitment to staff training and to working together as a team. Monitoring and evaluation systems are in development stage, with the aim of ensuring that the quality of their practice is continually improved.

The partnership with parents and carers is generally good. Parents are provided with good quality, accurate information about the provision of nursery education, the routines and activities. Information is available to enable them to support and extend their child's learning at home. They are encouraged to share what they know about their child and the progress they believe their child is making, however there is no system in place to record or use this information to ensure it influences planning.

### What is being done well?

- The good choice of activities during the sessions, with a good balance of adult-directed and child-chosen activities, which allow children choice and opportunities for free expression.
- The children's natural enthusiasm for learning is being developed with attractive displays and resources being used well to help create a stimulating learning environment. This provides good opportunities for development in the children's knowledge and understanding of the world and challenges across the range of their physical development.
- Leadership and management systems show commitment to maintaining the good quality of the provision. The staff are encouraged to undertake training

and to take responsibilities. They work together very well as a team and create a happy and purposeful atmosphere.

- The area of personal, social and emotional development is an area of very good progress. Children talk confidently to each other, to staff and to other adults. Their personal independence is fostered well through many of the activities and the responsibilities given to the children.

**What needs to be improved?**

- planning; continue to develop by using observations and assessments of children's progress plus information from parents to influence planning for children's future learning
- the consolidation of numbers and mathematical concepts, and the recognition of letters and their sounds through everyday routines and chosen activities.

**What has improved since the last inspection?**

Not applicable as this is the first inspection of the provision of nursery education.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence and independence as they move around the range of activities. They persevere for good lengths of time, both in self-chosen and adult-led activities. Children show pride in achievements. They interact well with adults, and behave very well, showing care and concern for others. Children take care of their personal needs and help tidy-up. They develop an awareness of other cultures through an interest in festivals, in real-life routines and by meeting other people.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently, listen intently and take turns in conversations. They use language for a wide range of purposes, such as telling stories, and rhymes. Children relate what they are doing and how they feel. They understand that written words convey messages, and enjoy looking at books. Early writing skills are developing with a variety of opportunities to make marks. Most of the children recognise letters and their sounds but they do not always practice sounds as they play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count up to 10, with some children working with large numbers, although they do not count often as they play. They compare numbers of objects, and are beginning to learn simple addition and subtraction in practical situations. Children have a good knowledge of different shapes, and recognise them in their environment. They understand the concepts, and use mathematical language, around the position of objects, their size and weight. Pattern work, including threading work is developing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good awareness of the natural world and of the changing seasons. They are able explore actions and reactions using a variety of different materials, and are adept at using the computer and other toys and machines. Children talk successfully about past events in their life-time. They enjoy exploring the environment and community for learning experiences. Their awareness of their own families, their cultures and the beliefs of others is developing as they take part in festivals.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show confidence and good control of large muscles as they explore different ways of moving, and use wheeled toys and apparatus. They handle an interesting range of materials, tools and small equipment, and their manipulative skills are developing well. Older children show a good awareness of their own physical needs, through exercise, good hygiene practices and topics on their bodies and food.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's imaginations are developing well during role-play, small world play and in craft activities. They enjoy singing, hear different types of music, and play instruments. Children are developing free-expression through a good range of art and craft materials and techniques, helping children begin to learn about colour-mixing, texture, shape. Their range of sensory experiences includes tasting and smelling different foods.

**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**

- continue to develop planning for children's next steps in learning by using the effective system of observation and assessment of children's progress, plus information received from parents
- create further experiences for number work, simple problem solving, letter recognition and opportunities to link sounds with words in everyday situations and planned activities.

*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.*