



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY269942

DfES Number: 539426

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Jackie Dew

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Steps
Setting Address St Botolph's Old School, 40 Loughborough Road
Shepshed
Loughborough
Leicestershire
LE12 9DN

REGISTERED PROVIDER DETAILS

Name Steps - Leics. Conductive Education Centre 1063143

ORGANISATION DETAILS

Name Steps - Leics. Conductive Education Centre
Address St Botolph's Old School, 40 Loughborough Road
Shepshed
Loughborough
Leicestershire
LE12 9DN

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

Steps Nursery was established in 2003 and is run by a voluntary committee. It operates from a large hall and smaller room with attendant facilities from a converted school premises in Shepshed. It serves the local area.

There are currently 25 children from 3 years to eight years on roll. This includes 3 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting provides specialist care for children with special educational needs. The setting does not support any children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 09:30 until 15:30.

There are four staff working with the children. All have early years qualifications to NVQ level three and above. The setting receives support from the Leicestershire 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?

Steps provides an outstanding service to children with special educational needs. The children are making very good progress along the stepping stones, towards the early learning goals, in all the six areas of learning. The provision for their physical development is excellent.

The quality of teaching is very good. Staff have excellent relationships with the children and maintain a positive environment in which constant encouragement and praise give children confidence to persevere in their activities. They provide a wide range of well-planned activities, which stimulate the children's interest and encourage success. Staff work in close liaison with many other professional agencies to ensure provision for the needs of individual children. The staff maintain very good effective systems of planning and assessment and are currently reviewing their overall consistency.

The leadership and management of the nursery is very good. It has very clear aims and objectives for the future development of Steps, which are shared by parents and staff. Good relationships are actively fostered and leadership inspires enthusiasm within the staff team. Staff are encouraged to regularly audit the level of care and education they offer to the children, with the help of other agencies. Staff receive regular training and are encouraged to represent Steps at meetings with other professionals and to extend their own knowledge of the Foundation Stage.

The partnership with parents and carers is very good. Parents are involved in many aspects of their children's education and often work alongside staff. There is a constant sharing of information about children between parents, staff and other professionals, which assists in the formation of the effective individual learning programmes. Parents receive very good quality information about the setting in the prospectus, detailing the opportunities, which can be offered to children with special educational needs whilst at the nursery.

What is being done well?

- Children with special educational needs receive a high level of support and encouragement from staff who provide programmes designed to meet their individual needs.
- There is very good co-operation between staff, outside agencies and parents, when addressing the specific needs of individual children using Conductive Education.
- There are excellent relationships between children and staff. Children respond well to the positive, happy environment maintained within the setting.
- Staff use excellent strategies, along with good humour and fun to help children develop their levels of self-confidence.

- Children's physical development is promoted very effectively through a carefully planned range of challenging activities.

What needs to be improved?

- continuation of the current review of the very good planning and assessments to ensure total consistency overall.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are beginning to develop very good levels of personal independence. They remove their own outer garments and place them in their locker. They enjoy choosing some of their own activities. The children show very good attitudes to their learning. They listen carefully to instructions and, with encouragement, confidently try new activities. The children have very good relationships with staff and are well behaved. They show consideration to others and share toys and equipment well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children attempt to communicate and interact whether verbally or by signing and enjoy sharing their news within the group at assembly time. They enjoy books and know how to use them correctly for reference as well as enjoyment. They match the day's weather with pictures in their books. Most children are able to read their own names on their lockers and on pieces of equipment. Older and more able children know the sounds of the letters in their name and some are able to write them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count during many activities. They can count a small number of objects correctly and find the matching numeral card, some write the number. Children are beginning to understand and use mathematical language to describe and compare shape, position and size. They identify Mr Tall and Mr Small and name shapes such as a circle and triangle and are beginning to understand addition and subtraction. They know when counting five fingers on each hand that altogether they make ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy investigating objects and materials. They correctly compare fruits and match pictures to the day's weather. They describe the changes that happen to dry ingredients when liquid is added as they make their bread rolls. They are able to use programmable toys and information technology to support their learning. They use switches on the toys to produce sounds. Children are developing a good sense of time, talking about past experiences and learning how the calendar works.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of large and small equipment very effectively to promote their developing physical skills. They are confident to try new ways of moving, such as sliding along a bench, with the support and encouragement of staff. The children show a good awareness of their own and other's when moving around the obstacle course. They concentrate and try very hard to increase their control, enabling them to use tools such as felt tips, glue spreaders and scissors effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children know many songs and enjoy joining in the actions. They use a variety of musical instruments to accompany actions and songs rhythmically. They have good opportunities to explore media and materials, describing the wet bread dough as like a sticky monster and comparing the appearance of salt to sugar. The children use their imaginations well during role-play whilst pretending to be doctors and using medical equipment. They express their own ideas about the things they make and do.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the already very good systems of planning and record keeping to ensure total consistency overall.

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.