

# Birkenhead School Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY320318
<b>Inspection date</b>	22 April 2008
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<b>Type of inspection</b>	Nursery Education

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

As part of the Birkenhead School, the nursery is provided by the school's governing body, a charitable trust. The nursery operates from premises on the school site situated in Oxton, on the Wirral peninsula.

A maximum of 40 children may attend the nursery at any one time. The facilities are open during term time Monday to Friday from 9.15 to 15.15. All children share access to an enclosed outdoor play area.

There are currently 40 children aged from three years to under five years on roll in receipt of funding for nursery education. Children come from a wide catchment area.

The nursery is managed by a qualified teacher and employs four additional staff of whom all are qualified.

### Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning is good. Children are making good progress as they are supported by a team of staff who are experienced and have a secure knowledge of the Foundation Stage curriculum. Children benefit from the staff's positive attitude and enthusiasm and, consequently, become actively engaged in a wide range of experiences and are motivated to learn. Children develop high levels of concentration as they become engrossed in activities and complete them to their satisfaction. Staff's involvement in the planned activities supports children's learning. However, staff do not always follow children's interest in unplanned activities when the focus activities are being pursued. Planning is effective and ensures that all areas of learning are included. Planning is based on topics. The resources and activities supporting the theme are extremely well planned to offer children interesting and stimulating experiences. Staff have a good knowledge of the individual children's stage of development and differentiate activities to offer appropriate challenge. Systems are in place to regularly observe and record details on individual children's development and progress.

Strong emphasis is put upon the children's mathematical development. Many children recognise numerals, competently count beyond 10, add to a number and name the shapes. Children use mathematical language as they play. The children talk about the different heights, widths, lengths of the constructions they build to their own design. The children are delighted when they see the school tractor and self-initiated some compare the height of the wheels to themselves. Children enjoy moving their body in different ways to land on a specific numeral on the large floor number mat.

Language and communication skills are developed and most children are confident communicators. They use language well to talk about what they are doing and to ask questions. Books are attractively set out in different areas within the setting to nurture children's enjoyment in reading and to encourage them to select them independently. Large books are used for group stories to ensure all children can see the pictures and words helping them to realise that words carry meaning. The expressive story telling captivates the children's imagination and they eagerly contribute their ideas about the story line. Many children recognise and write their own names in recognisable letters. Children have good opportunities to write for different purposes in areas, such as the home corner and shop.

Children learn about their environment and the world around them through outings and planned activities, such as looking at different festivals and food tasting. Activities, such as gardening and trips to the zoo raises children's understanding about the natural world. The children show a great deal of interest in the cress they have sown and the bulbs they have planted in the garden. They take responsibility in caring for the plants and notice the changes in the plant growth. As they water the plants they relate the level of care a plant needs to their own needs. High priority is put upon the children following a healthy lifestyle and developing their physical skills. Children have daily opportunities to pursue outdoor activities. The outdoor area consists of a large covered area which offers shelter from different types of weather. Outside children confidently use the large climbing apparatus and show good spatial awareness as they manoeuvre the riding toys around obstacles. A wide range of resources, including books, writing materials, construction sets and role play equipment are available to children outside to further enhance and stimulate their learning experiences.

Children have access to technology, such as the computers. They practise clicking the mouse to complete a programme. They use everyday technology in the role play areas, for example, telephones, the play cooker controls and cash tills. Children understand the passage of time as they talk about recent and past events in their lives with staff and each other. Staff encourage children to manage their own self help skills and personal hygiene. Children use the toilets independently and wash their hands at appropriate times throughout the day. Children are making firm friendships at Pre-prep and show real care and concern for each other.

### **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers is good. Children benefit from the good partnership between parents and carers. Parents are given detailed information about the curriculum their child is following. Children's development and achievements are celebrated and shared with their parents on a regular basis. Informal discussions upon collection of children, written records and attendance at parents evenings are used to keep parents and carers up to date with their child's progress and development. Parents are given suggestions to continue children's learning at home. Children take home reading books and a notebook for parents to exchange comments with staff. Information is given about the forthcoming activities to enable parents to share in their child's day at Pre-Prep.

The children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Leadership and management are good. There is a strong commitment to providing quality provision for the children. The dedicated staff are very well motivated and work co-operatively together. The manager is responsible for planning and these include identifying learning outcomes. There are clear systems to monitor and evaluate the effectiveness of the educational program.

### **Improvements since the last inspection**

At the last nursery education inspection the providers were asked to consider developing the outdoor area to ensure it was used more effectively. Major improvements have been made to this area including the fitting of a safety surface, installing large apparatus and creating a garden. The outside is used as an integral part of the children's learning and development. The planning identifies how this area is used as a valuable resource to promote the six learning outcomes for children.

### **Complaints since the last inspection**

N/A

## **THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's interests are followed as a valuable part of their learning and development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)