



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 317482

DfES Number:

INSPECTION DETAILS

Inspection Date 14/03/2005
Inspector Name Christine Snowdon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Brewery Pre-School
Setting Address Brewery Arts Centre
Highgate
Kendal
Cumbria
LA9 4HE

REGISTERED PROVIDER DETAILS

Name The Committee of Brewery Pre-School Management 1018527

ORGANISATION DETAILS

Name Brewery Pre-School Management
Address Brewery Arts Centre
Highgate
Kendal
Cumbria
LA9 4HE

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

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

How effective is the nursery education?

Brewery Pre-School provides a warm and welcoming environment where children are happy and confident enabling them to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world and physical development is well planned and provided for, as a result they make very good progress in these areas. They are making generally good progress in the other three aspects of learning.

The quality of teaching is generally good. Staff are very attentive, interact well and give good support and encouragement. They work well as a team and are developing their own knowledge of the early learning goals through training, planning meetings and reference to the curriculum guidance. There are systems for assessing and recording children's attainment; however, it is not broad enough to take account of the more able children's progress through the stepping stones. There are effective daily routines and accommodation is divided into learning areas with good use of the outdoor space. There are appropriate systems to support children with special needs.

The leadership and management of the setting is generally good. All staff take part in the planning and gain a clear understanding of the activities and learning outcomes planned and provided for. The committee support the staff well and issues are discussed at committee meetings that staff attend. There are no formal systems in place to monitor and evaluate the provision for nursery education or planning.

The partnership with the parents is very good. They receive good quality detailed information which includes the topics and current learning aspects. Parents are warmly welcomed into the setting and their support at the sessions is appreciated by staff. They have good opportunities to be involved in their children's learning through the rota duty, taking home art work and activities, admission and attainment systems.

What is being done well?

- Staff have a very warm and welcoming approach which enables children to settle easily into the setting and gain confidence and self esteem. As a result children show respect for the staff and their peers and demonstrate good behaviour and manners.
- Children have good opportunities to share experiences and discuss family events for example, at snack time staff sit with the children and in turn ask if they have any news they want to share; most are very keen and use good language to explain and make themselves understood.
- Children enjoy the well planned topics especially when they can see and

experience the changes such as their "Spring" topic, where they planted seeds and took them home to grow; they observe the changes to the frog spawn over the weeks and were all eager to stroke the rabbit brought in by staff.

- Children enjoy the outdoor play opportunities and are eager and enthusiastic to make full use in most weathers. They take turns and negotiate the wheeled toys peddling up and down the incline having fun chasing after each other or following the chalk lines drawn by staff. Staff make good use of the facilities and in warm weather free-flow between indoors and out is provided with many of the activities taken outdoors.
- Staff demonstrate a good awareness of the needs and learning expectations for 3 year olds, ensuring activities are achievable and understandable. This is particularly evident at story time when the story is short, enjoyable and captures their concentration through effective story telling and voice expression.

What needs to be improved?

- the opportunities for emergent writing, mark making and writing for a purpose in everyday play situations, and appropriate labelling within the setting
- the opportunities for children to see and learn number recognition
- the challenge for more able children in creative activities with sufficient free expression and choice
- the monitoring and evaluation of the nursery education.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy in the setting and are gaining confidence. They separate from their carers and are eager to take part in the activities. They have very good relationships with the staff and are forming friendships with their peers. Children know the routines and expectations of the session and as a result they share equipment, take turns and demonstrate good manners. They are gaining independence and are able to toilet themselves and instigate their own play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good communication skills; they are eager to share their news and interests at snack time in small groups. They select their own name card and use this several times during the session. They are developing an interest in books and show good concentration and listening skills at story time when staff make it fun and age appropriate. However, there are insufficient opportunities for mark making and writing for a purpose also consideration needs to be given to the labelling.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to 5 and some beyond; they count together to see how many are present and how many cups will be needed for snack. However, there are limited opportunities for them to recognise written number. They enjoy the calculation rhymes such as five speckled frogs and work out how many are left using props and role play. They use appropriate language to compare the jigsaw pieces such as biggest and smallest and concentrate well to complete them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and investigate how things grow and develop. First hand experiences allow children to see progression such as the frog spawn, growing beans and seeing living animals in the setting, developing their natural curiosity prompting questioning and discussion. They learn about their local and wider community when out for walks, through visitors to the setting and celebrating the different festivals and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the premises both indoors and outside. They respect one another's space at play or when sitting together in groups. They use equipment such as wheeled toys confidently with skill and control avoiding collision. They move in a variety of ways to demonstrate balance and coordination when using the large play equipment or in movement to rhyme. They develop their fine motor skills using tools for play dough, construction, gluing, chalk and pencils.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing and are able to sing some from memory as well as learning new ones. They are eager to take part in the role play opportunities dressing up and acting out home experiences. They create their own shakers and explore and discuss the different sounds they make. Whilst there are regular opportunities to be creative and use various mediums and textures the planning does not provide for differing abilities and there is limited free expression other than the focussed activity.

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

- provide regular opportunities for emergent writing, mark making and writing for a purpose in everyday play situations. Ensure the labelling in the setting is appropriate and used to promote recognition of numbers
- improve the creative opportunities so that sufficient challenge, choice and free expression is provided
- develop a system for monitoring the nursery education to ensure all aspects of the early learning goals are covered, and provides for children's different levels of learning.

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.