



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107045

DfES Number: 530413

INSPECTION DETAILS

Inspection Date 21/02/2005
Inspector Name Sue Davey

SETTING DETAILS

Day Care Type Full Day Care
Setting Name South Street Family Unit
Setting Address South Street
Bedminster
Bristol
Avon
BS3 3AU

REGISTERED PROVIDER DETAILS

Name South Street Family Unit

ORGANISATION DETAILS

Name South Street Family Unit
Address South Street Family Unit
South Street Primary School
South Street
Bedminster, Bristol
BS3 3AU

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

South Street Family Unit opened in September 1998. It is based in separate rooms in South Street Primary School in Bedminster, an area of south Bristol. A maximum of 17 children may attend at any one time and up to 20 children when additional room is available. The unit is open each weekday from 09.15 to 15.00 throughout the year, except for bank holidays and Christmas week. There is an enclosed outside play area with a range of play equipment.

Currently there are 12 children from 2 to under 5 years of roll. Of these, 6 children receive funding for nursery education. The unit supports children with special educational needs. A variety of services are offered throughout the week. These include: full day care, community groups, parenting courses and baby massage sessions.

The unit employs five staff including the manager. All staff hold appropriate early years qualifications.

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

How effective is the nursery education?

South Street Family Unit provides a high standard of nursery education and children are making very good progress towards the early learning goals. The small number of children attending all have specific needs.

The quality of teaching is very good. Staff are enthusiastic and work effectively as a team. They are committed to providing children with opportunities to develop their full potential. This is particularly evident in their support for children with special needs. Staff know the children well. Key workers plan specific activities based on what children need to learn next. However, plans do not identify some aspects of the stepping stones. All staff join in with children's play. They encourage them to pursue their own interests and ask questions to extend their thinking. Staff are very skilled in dealing with challenging behaviour. They have a consistent and calm approach which children respond to very well.

Leadership and management is very good. The manager and deputy monitor the educational provision through regular contact with the children and staff during sessions. They meet with staff on a regular basis to provide individual support. Frequent team meetings are held to discuss children's needs and plan appropriate activities. The unit has completed a quality assurance scheme. Staff constantly reflect on their practice to identify strengths and weaknesses and they put together an action plan which is regularly reviewed.

Partnership with parents is very good. Staff make home visits prior to placement and a settling-in period is designed around individual needs. Parents are given clear information about the aims and values of the unit. Colourful displays outline the learning intentions of various activities. Staff meet with parents every three months to review their child's progress. Assessment records are always available and parents are encouraged to share their own observations of their child. Families make good use of the book and toy library.

What is being done well?

- Staff have a strong commitment to continuous improvement. Through working towards a quality assurance scheme they regularly discuss their methods of working and consider new ways to develop their practice. They meet daily to review activities and provide for individual children's needs. This has led to development of the outside area, giving children more choice of where to play and providing for a child with visual impairment.
- There is a strong commitment to fully include children with special needs. Staff make sure they have access to appropriate activities and all children are taught to be aware of each other's needs.
- Excellent use is made of the outside area and children can choose to play

there during each session. The area is attractive and inviting and the wide range of equipment provides interesting activities across most areas of learning.

- Staff focus on children's communication and social skills. They liaise with parents to establish a consistent approach to behaviour management and use various strategies to make sure children are understood.
- Creativity is given a high profile and staff positively encourage children to explore their own interests. Children experiment with various materials to produce models and pictures. Recent imaginative play and story-telling has revolved around their invention of a dragon living in the air-vent.

What needs to be improved?

- the inclusion of focused maths activities in planning
- identification of aspects of the stepping stones when planning activities.

What has improved since the last inspection?

There has been very good improvement since the last inspection. Staff were asked to identify and implement ways for children to develop climbing and balancing skills. Since then, through fundraising efforts, the unit has developed the outside area. There is now a climbing frame, balancing beams and a low wall for children to walk along. The daily routine includes time for children to be outside every day throughout the year.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and eager to play. They choose what to play with and show interest in new activities. They persevere with a task and are pleased with their achievements. Those with special needs are supported to join in with others. Children relate positively to each other and staff and are well behaved. They are learning to consider the needs of others and share toys. Children are gaining independence. They help to tidy up, wash their hands and manage their own needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate with speech and sign language. Those with speech delay use gestures and facial expression to make their needs known. Children enjoy listening to stories and looking at books. Some children can identify the initial letter sounds of their own name and they are learning to recognise their name in print. Children make good use of writing materials. They practise early writing skills in meaningful situations, such as, making shopping lists or putting their name on a picture.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning about mathematics throughout the daily routine. They count each other when in small groups; sing number songs; sort toys into categories when tidying up and manipulate shapes in construction play. However, planned activities do not often focus on maths. Children use language in their play such as, long, short and heavy. They use scales for weighing, and tip and pour with water or sand. Children identify simple shapes, for example, a square pattern on a staff member's top.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a wide range of materials and resources. They use torches and magnets and understand that some things need a battery. Children operate simple computer games and know how to use the CD player. Outside, they grow vegetables and flowers and experience different types of weather throughout the year. Children build with construction toys and recycled materials. They experiment with water and flour and observe ice melting. They explore various cultural events and celebrations.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Most children are physically active. They run, jump, dance, climb, balance and pedal toys. Children with limited mobility are supported to join in with activities. Children push and pull buggies and roll large tyres in the playground. They manipulate small items such as doll's house furniture, cars, in-set puzzles and threading reels. They roll, pinch and squeeze malleable substances and use scissors safely. Children are developing good pencil control and they paint with brushes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children eagerly work with a wide range of art and craft materials. They practise various techniques to apply paint, make collage pictures and build three dimensional models. Children enjoy music. They sing familiar songs, move to different styles of music and play instruments. Children are very imaginative and staff positively encourage them to extend their own ideas. They 'cook meals' and 'care for babies' in the home-corner, and act out different characters such as a hairdresser or builder.

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:
- further develop planning to identify various aspects of the stepping stones.

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.