



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218097

DfES Number: 539809

INSPECTION DETAILS

Inspection Date	01/02/2005
Inspector Name	Christine Holmes

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bilbrook Playgroup
Setting Address	Village Hall, Joeys Lane Bilbrook Wolverhampton West Midlands WV8 1JL

REGISTERED PROVIDER DETAILS

Name	The Committee of Bilbrook Playgroup Committee
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ORGANISATION DETAILS

Name	Bilbrook Playgroup Committee
Address	The Village Hall, Joeys Lane Bilbrook Wolverhampton West Midlands WV8 1J

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

Billbrook Playgroup is run by Billbrook Playgroup Committee. It opened in 1993 and operates from two rooms within Billbrook village hall in Codsall, Wolverhampton. A maximum of 26 children may attend the group at any one time. The group is open each weekday from 09:15 to 12:15 term time only. There is access to a secure enclosed outdoor play area.

There are currently 27 children on roll. Of these eight children receive funding for nursery education. Children come from the local and surrounding area.

There are seven part time staff that work with the children. None of the staff have early years qualifications, although four staff are working towards a qualification. The setting receives support from the 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?

Billbrook Playgroup provides acceptable nursery education overall, but has some significant areas for improvement. Children are making generally good progress in three areas of learning, there are significant weaknesses in three other areas.

The quality of teaching has significant weaknesses. Although staff provide a range of stimulating activities they do not have a sound enough knowledge and understanding of the early learning goals and stepping-stones to enable them to build on and consolidate what children know. Planning is not fully based on the early learning goals and it does not effectively cover aspects of literacy and maths and ICT. Resources are not available to support ICT and not used to full effect to enable child-initiated craft activities. The activities led by adults are well planned to ensure that staff are aware of the learning intention and how they should be presented. They are evaluated to help identify children's progress and used to inform future plans. There are satisfactory arrangements in place to support children with special educational needs. A consistent routine is followed that helps children to become settled and confident. Staff interaction is good, staff are interested in what children say and ask questions to challenge their thinking. Behaviour is managed consistently. Good behaviour is encouraged and praised and individual efforts are valued.

Leadership and management has significant weaknesses. Staff are aware of their roles and responsibilities and work well together, but systems are not in place to effectively monitor and evaluate staffs professional development needs. The systems to monitor and evaluate the nursery education are not yet rigorous enough to effectively identify the group's strengths and weaknesses.

Partnership with parents is good. Parents receive information about the setting, its routines and activities provided. They are kept up to date about the group's activities through regular newsletters.

What is being done well?

- Staff are very interested in what children say and do. They build warm relationships with the children, interact well with them and introduce them to new vocabulary.
- Children's behaviour is good. Staff use effective strategies to teach children to share, take turns and follow instructions.
- Children have very good opportunities to look at and enjoy books and stories. Good home links are made through the book lending scheme.
- Children have good opportunities for physical development throughout the year. Good use is made of the local amenities and children have regular indoor access to equipment such as a climbing frame, bikes and balls.

What needs to be improved?
<ul style="list-style-type: none"> ● the development of staff's knowledge and understanding of the foundation stage and how children learn ● the planning to follow the early learning goals and stepping stones ● the provision of learning opportunities in aspects of literacy, maths and ICT ● the systems to monitor the effectiveness of the nursery education provision.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing confidence and self-esteem. They develop good relationships with each other and adults and initiate interactions well. They are keen to learn and are able to sit and concentrate. Children are encouraged to be independent. They manage their self-care well and join in enthusiastically at tidy up time, but they are not always able to self-select tools and equipment. They learn about other cultures and beliefs during spontaneous play and planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children take part in a variety of activities which develops their listening and language skills. They enjoy looking at books, demonstrate good handling skills & are able to tell the story from the pictures. However an interest in print of all kinds is not developing sufficiently. Children are unfamiliar with their own name and are not introduced to print in the environment or to sounds that letters make. Writing skills are developing, but children are not using this enough for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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An understanding and interest in numbers is not developing sufficiently. Children are not encouraged enough to count, use or recognise numbers as labels in their environment. Children's development of calculation skills is insufficient as they are not encouraged to solve number problems in everyday play. Children's ability to recognise and match shapes is progressing very well. They are beginning to use mathematical vocabulary correctly, such as big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Very limited resources and no planning for ICT limits children's learning in this area. Children design and construct using a variety of methods, although the tools and materials required are generally selected by staff, hindering children's ability to use new and refine existing assembling techniques. Children demonstrate curiosity of the natural world and good use is made of the grounds and the local area to stimulate children's interest in the natural world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are involved in challenging daily physical play sessions in and outdoors. With the help of planned interventions by staff, they learn how to use a range of large and small equipment. They have increasing control with tools such as scissors, brushes and pencils and move with control and co-ordination judging space well in relation to their own bodies and equipment. Children are not developing sufficient awareness of what happens to their bodies when active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy simple songs and rhymes and join in enthusiastically. They are learning about musical sounds with instruments and through listening to music. Children engage in imaginative play with a good range of small world and role play situations. They are beginning to differentiate colours and are able to name some colours accurately. Children work with a range of materials and media in two and three dimensions, although activities for free art expression are limited.</p>	

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's knowledge and understanding of the foundation stage and stepping stones to enable them to build and consolidate what children know
- develop and update the planning of activities to ensure it follows the early learning goals and stepping stones and is balanced to cover all aspects of learning
- improve the opportunities for children to develop an interest in numbers, print for different purposes, sounds of letters, writing for a purpose and resources for ICT
- develop the procedures to monitor the effectiveness of the nursery education provision

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.