



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY262710

DfES Number: 581646

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Hilary Murden

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Red Brick Pre-School Playgroup
Setting Address	St John Fisher/Thomas Moore Church Bradford Road Burley in Wharfedale LS29 7PX

REGISTERED PROVIDER DETAILS

Name	Mrs Helen Michelle Reynolds
------	-----------------------------

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

Red Brick Pre School Playgroup has been registered since 1980 and is managed by a private company. It operates from the church hall within St John Fisher/Thomas Moore RC Church with toilet and kitchen facilities. Children access outdoor play in an area to the rear of the building. The playgroup serves families from the Burley in Wharfedale area of Bradford.

The playgroup is open five days per week offering sessional care Monday to Friday 09:15 - 12:15. The group caters for up to 24 children. There are currently 10 children on roll of these 4 are 3-year olds are in receipt of nursery educational funding. Children attend for a variety of sessions.

Two members of staff work with the children, both members have a recognised childcare qualification. The setting receives support from the local authority.

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

How effective is the nursery education?

Red Brick Pre-School Playgroup provides high quality nursery education to enable three year old children to make very good progress towards the early learning goals in all six areas.

The quality of teaching is very good. Staff plan a wide range of practical activities and show what they expect children to learn. They also show how activities are adapted to meet the different learning needs of the children. Despite having to share the accommodation, staff organise resources effectively to develop independent learning. Children are extended through excellent interaction and use of effective questioning by staff to encourage thoughtful responses. Staff have good relationships with the children and they provide very good support for individual children. Positive behaviour strategies impact significantly on children's understanding of what is expected from them. Staff know the children well and have a systematic approach to recording observations of their responses to learning in the six areas. However, the observations are not clearly linked to the stepping stones and early learning goals.

Leadership and management is very good. The two experienced members of staff work together effectively to plan, monitor and evaluate the provision. They are able to identify strengths and weaknesses and show a willingness to make changes, for example, by adopting a more manageable planning format. Both staff show a real commitment to enabling all children to reach their full potential as they work along the stepping stones towards the early learning goals.

Partnership with parents is very good, based on supportive relationships. Staff provide useful information about the pre-school and the education provision, including displays and photographs of activities. Parents receive termly reports on children's progress and there are daily opportunities to share information. Newsletters about topics encourage parents to be involved in learning at home.

What is being done well?

- A wide range of practical activities enables children to become independent learners through play and exploration.
- Children are encouraged to use language imaginatively to express their ideas and make up stories in role play situations.
- Staff maximise opportunities for children to count and use numbers to solve problems. Interaction to extend children's learning is excellent.
- Staff use very effective behaviour strategies to enable children to know what is expected from them.

What needs to be improved?
<ul style="list-style-type: none">● use of observations to show a clear link with the early learning goals

What has improved since the last inspection?
<p>The pre-school has made very good progress in addressing the key issues from the last inspection. Staff were asked to provide more opportunities for children to explore freely and develop their own ideas, particularly in creative activities. Opportunities for children to use their imagination through child-initiated and free play activities were to be extended. Since the last inspection staff have worked hard to set up different areas of provision, despite shared use of accommodation. Children are now able to choose more creative activities, and a particular area of strength is the encouragement of children's use of imagination during free play activities such as making up stories in role play situations.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and enthusiastic about learning. They learn to be independent from an early age through making choices of activities and taking responsibility. Children display high levels of concentration, for example, in role play situations and when they use the computer. Behaviour is very good, developed through positive and consistent strategies used by staff. Relationships are good throughout the pre-school. Children learn about the importance of sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good understanding and use of language. Vocabulary is extended through conversations and discussions, and through encouragement to use language imaginatively in role play situations. Children listen carefully to a wide range of stories and they enjoy using books. They recognise names and learn to link letters to sounds in names and words on display. Children enjoy writing for different purposes, for example 'soup menus', and they are beginning to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical knowledge develops through a good range of practical activities and routines. Children count confidently to twenty and beyond and learn to use numbers to solve problems, for example, working out how many chairs are needed for all the children to sit on. They are beginning to add and take away numbers and they are familiar with language such as, 'more than' and 'less'. Children learn about size, position, shape and capacity through everyday practical experiences

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and the environment through topics and first hand experiences. They understand how things change through activities such as baking. Children build with large and small construction equipment and they select materials for design purposes. Computer skills are developing well through regular use of appropriate pre-school programs. Children talk readily about their families and events with very good recall. They learn about different cultures through topic work

PHYSICAL DEVELOPMENT

Judgement: Very Good

Good use is made of the large indoor space to enable children to take part in physical activities during bad weather. Children ride wheeled toys or to take part enthusiastically in music and movement sessions. They run, jump and hop around with increasing control of movement and balance. During outdoor play children climb the slide and large construction equipment confidently. Use of small equipment such as pencils, scissors and playdough tools helps to increase hand eye co-ordination

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to take part in a wide range of structured and free choice creative activities. They are encouraged to respond to what they see, hear, smell and feel, for example during a baking activity. Painting and design materials are available for children to use spontaneously. Children listen and dance to different music styles and they particularly enjoy using their imagination to make up stories in role play situations.	
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:
- use of observations across the six areas to show a clear link with the stepping stones and early learning goals.

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.