



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205693

DfES Number: 581999

INSPECTION DETAILS

Inspection Date 17/11/2004
Inspector Name Sharron Hall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Burton Playgroup
Setting Address The Childcare Unit
c/o Burton Primary School, Flixborough Road
Burton Upon Stather
North Lincs
DN15 9HB

REGISTERED PROVIDER DETAILS

Name The Committee of Burton Playgroup

ORGANISATION DETAILS

Name Burton Playgroup
Address Burton Childcare Centre
Flixborough Road
Burton Upon Stather
North Lincolnshire
DN15 9HB

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

Burton Bears Playgroup operate from a purpose built double porta cabin building situated in the grounds of Burton upon Stather Primary School. The building is also used by the Burton Stather Out of School Club.

There is a large main playroom with a wet area, a quiet room, a toilet area that includes two toddler cubicles with low doors, and a male and female adult toilet. Kitchen facilities are also provided.

A ramp provides access to two separate, enclosed play areas, one grassed and one hard surfaced.

The group operate five days a week, with morning sessions for the three and four year olds and afternoon sessions for the children under three. The group are in receipt of education funding for 19 three year olds and three four year olds, two of whom have speech and language difficulties.

There are no children attending who have English as an additional language.

The group is registered to take 24 children.

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

How effective is the nursery education?

Burton Bears Playgroup provides generally good nursery education for children.

They offer a warm, friendly atmosphere where children are well settled and supported. Children respond well to a wide and varied range of stimulating activities, are eager to learn and make good progress towards the early learning goals.

The quality of teaching is generally good. Staff are enthusiastic, work well as a team and provide a stimulating program of activities to engage the children and develop their learning skills. However some opportunities are missed for the more able children to write for a purpose and some pre cut activities do not promote children's cutting skills

Relationships are generally good, both with children and parents. Staff have high expectations of children and behaviour is good overall, they respond to the positive praise and encouragement which is ongoing, staff are good role models.

The staff team are successful because of their level of commitment within the group, all are prepared to commit to ongoing training in order to further enhance their service. They welcome guidance and support from outside agencies and use positive feedback and self evaluation to determine their own individual training needs.

Relationships with parents and carers is good, information sharing is positive and the staff ensure that parents are kept updated about their child's progress and the plans for the group, both daily, within the group setting, through a variety of mediums, e.g., daily contact, the notice board, newsletter, key worker and children's records, open evenings etc.

What is being done well?

- Children are encouraged to be confident, enthusiastic and enjoy learning through play.
- A range of activities are available where children can focus on their own health and safety and the safety and awareness of others without being too restricted.
- Through good relationships with staff and each other, children are learning to respect and care for themselves and the world around them, they are eager to participate, take turns and share and care for each other.
- Staff respond well to the children's individual needs and are eager to provide appropriate stimulation and flexibility to allow children to develop individual skills.

What needs to be improved?

- opportunities for more able children to practise writing for a purpose.
- ensure more able children can access a range of one handed tools to refine skills or develop new techniques.
- provide more opportunities for more able children to carry out simple experiments and find out how things work by using everyday technology and programmable resources.

What has improved since the last inspection?

Good progress has been made since the last inspection, staff have encouraged better concentration skills at story time, within the larger group. Children are more confident at airing their views and are actively involved in asking questions and participating as part of the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident within the group, well motivated to independently access the varied play opportunities on offer. Relationships are very good, children approach adults confidently and are able to express themselves freely. They are sensitive of each other and of the world around them. Behaviour within the group is generally good and children respond very well to the positive praise and encouragement from the staff, who are good role models.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children can talk confidently, develop language skills and contribute with interest. They respond to questions and discuss with each other and staff about everyday occurrences. They are able to listen when necessary and recognise familiar letters and sounds. Children use some practical opportunities to recognise, develop, and practise their writing skills, however these opportunities could be extended for more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use simple addition and subtraction in everyday activities, they count cups at snack time and decide if more or less are needed. They are able to use a range of activities to consolidate their learning using shape, size and numbers and often use sequencing materials/games, as well as ongoing rhymes and singing experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore their own environment, they respond enthusiastically to visitors and visits to local places of interest. They can recall and relate to displays and photographic evidence of their playgroup experiences, families and likes and dislikes. They use a range of toys and resources to make models and find out how things work, however they are limited in the use of everyday technology and programmable resources.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good spatial awareness, they are able to negotiate obstacles and be aware of others during their play. They use large and small tools well generally and are able to handle pencils, and other tools with increasing control, however opportunities to refine cutting skills and scissor control are sometimes missed. They use a variety of large and small equipment everyday as part of the normal routine.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use a wide and varied range of resources and materials on a daily basis and are able to express their own creativity to explore colour, shape and texture. They use role play to imagine different drama scenarios in the tent. Children are enthusiastic when taking turns and sharing experiences.

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 opportunities for more able children to practise writing for a purpose.
- ensure more able children can access a range of one handed tools to refine skills or develop new techniques.
- provide more opportunities for more able children to carry out simple experiments and find out how things work by using everyday technology and programmable resources.

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.