



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200516

DfES Number: 580252

### INSPECTION DETAILS

Inspection Date 05/02/2004  
Inspector Name Valerie Jean Edward

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name BIRCHWOOD PRE-SCHOOL & OUT OF HOURS CLUB  
Setting Address BIRCHWOOD PRIMARY SCHOOL  
BIRCHWOOD AVENUE, DORDON  
TAMWORTH  
STAFFS  
B78 1QU

### REGISTERED PROVIDER DETAILS

Name Mrs Claire Davis

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Birchwood Pre-School opened in 1996. It operates from three rooms in an independent building within the grounds of Birchwood Primary School. There is an enclosed outside play area. The pre-school is situated in the village of Dordon, near to Polesworth. The setting serves the local community and the wider area.

There are currently 108 children from two years to eight years on roll. This includes 37 funded three-year-olds and 17 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs. There are no children who speak English as an additional language.

The setting opens five days a week during school term times only. Sessions are from 08.45 hours to 18.00 hours.

Eleven staff work with the children. Over half the staff have Early Years qualifications to NVQ levels 2 or 3. Three staff are currently working towards a recognised Early Years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The pre-school are members of the Pre-School Learning Alliance. The pre-school are presently taking part in an accredited quality assurance scheme with the Pre-School Learning Alliance.

### How good is the Day Care?

Birchwood Pre-School and Out of Hours Club provides good care for the children. Staff work well together as a team and are deployed effectively. Interaction between staff and the children is excellent. The environment is warm and welcoming with space and resources organised well.

There are good arrangements to meet health and safety requirements and staff are active in promoting good health and hygiene through good practice and topics for the children. There are good arrangements in place for accidents and children who are ill.

A broad range of activities is provided, which support children's language, mathematical thinking, imagination and creativity. Children can make decisions, explore and investigate; they are involved and interested in their play. There is a wide selection of toys, play materials and equipment that are stimulating and fun. There is a good range of resources that promote equality of opportunity. There are good procedures in place for behaviour management with good behaviour being valued and encouraged.

Children with special needs are welcomed into the provision and there is a good system in place for the identification and assessment of children with special educational needs. All the children have access to appropriate toys, learning resources and equipment.

There is good documentation, policies and procedures in place, which are effective in the efficient and safe management of the setting. However, it is recommended that the special needs policy includes children with disabilities.

Parents and staff have a good relationship. Children are looked after according to parents' wishes and there are good procedures in place to keep parents informed about the provision and their children. The nursery provides a warm and welcoming environment for both parents and children.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- Provision of resources and activities that provide sufficient challenge for the children and support their progress in all areas of development.
- Staff and resources well organised to meet the children's needs effectively.
- Comprehensive policies and procedures, which are shared with the parents.
- Staff work well in partnership with parents to meet the needs of all the children.

#### **What needs to be improved?**

- special needs statement to include children with disabilities.

#### **Outcome of the inspection**

Good

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
10	Ensure special needs policy includes children with disabilities.

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

### How effective is the nursery education?

Birchwood Pre-School & Out of Hours Club provides a happy and welcoming environment where children make very good progress towards the early learning goals. Staff have a good understanding of the foundation stage and use skilful methods to engage children's interest and to foster their independence and self-esteem.

Quality of teaching is very good. Good planning and assessments systems provide a framework to help children progress. A broad range of activities and resources are provided that are stimulating and fun to promote children's learning across all areas and there are opportunities to encourage children to think and to demonstrate what they know and understand. However, consideration could be given to providing more opportunity for children to develop an understanding of technical equipment.

Staff work well alongside the children and have high expectations of their behaviour. There are very good systems in place to support children identified as having special educational needs.

Leadership and management is very good, staff work well together and are clear about their roles and responsibilities. Staff are positively encouraged and supported to undertake further training. The setting evaluates its own strengths and weaknesses to identify where improvements can be made.

Partnership with parents and carers is very good. Children are looked after according to parents'/carers' wishes and there are good procedures in place to keep them informed about the provision and their children. A warm, friendly and welcoming environment is provided.

### What is being done well?

- Staff have a very good understanding of the foundation stage and the stepping stones, which enables children to make good progress towards the early learning goals.
- Children's personal, social and emotional development is excellent. Children are developing self-confidence and are showing an eagerness to learn. Behaviour is very good.
- An excellent range of activities and resources and competent teaching ensure children are progressing well in knowledge and understanding of the world.
- Staff set challenges for all the children, including children with special educational needs that are stimulating and fun and increase their thinking and skills.

**What needs to be improved?**

- Children's development and understanding of technical equipment.

**What has improved since the last inspection?**

The setting has made very good progress since the last inspection. Two issues were raised; providing opportunities to help children have a clear understanding of the wider world and their part in it and make regular assessments of children's progress towards the early learning goals.

There are now many opportunities for children to learn about features in their local environment, to have discussions with staff and ask questions.

A good system is now in place for staff to make regular assessments of children's progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved and developing self-confidence. They are eager to learn and are becoming involved in their activities. Children are forming good relationships with staff and each other and are becoming sensitive towards each other. They are beginning to understand what is right and wrong and of behaviour expectations. Children are developing an understanding that people have different needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to listen and communicate and are extending their knowledge of vocabulary. They are beginning to link sounds to letters and to recognise letters and their own names. Children are developing an understanding that print and pictures carry meaning and is read from left to right. They show an interest in books and listen to and join in with stories and rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers as part of their every day routine and are beginning to recognise numbers and count up to 10. They are beginning to develop an understanding of addition and subtraction and of size and quantity. They use mathematical language when in play. Children are developing mathematical ideas to solve problems and are beginning to recreate simple patterns through a range of resources and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials, look at similarities, differences, patterns and change. They build and construct with a range of objects, select resources, tools and techniques to shape, assemble and join materials. They are beginning to develop a sense of time and can talk about significant things that have happened to them and their families. However, consideration could be given to provide more opportunities for children to develop an understanding of technical equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing skills in control and co-ordination as they move confidently and imaginatively and show an awareness of space. They are beginning to recognise the importance of staying healthy and recognise changes to their bodies when they are active. Children use a range of small and large equipment; they handle tools, objects and malleable materials safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children can sing simple songs from memory. They use their imagination in movement, art and design and role play. They explore colour, texture, shape, form and space in two and three dimensions and can work creatively on a large or small scale. Children are beginning to respond in a variety of ways to what they see, hear, taste, smell and touch. They use body language, gestures, facial expressions or words to indicate personal satisfaction or frustration.

**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:*

- Point for Consideration.
- Develop existing activities to increase children's understanding of technical equipment.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*