



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226196

DfES Number: 516695

INSPECTION DETAILS

Inspection Date 08/01/2003
Inspector Name Jyotshna Surti

SETTING DETAILS

Setting Name Breedon Play And Learn Group
Setting Address St. Hardulphs Church of England Primary School
Melbourne
Derbyshire
DE73 1AN

REGISTERED PROVIDER DETAILS

Name Mrs Ella Louise Owen

ORGANISATION DETAILS

Name
Address

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
Breedon Play and Learn provides sessional care for children in the community room attached to St Hardulph's Church of England Primary School. The setting has been open since 1977 and is registered to provide 18 places for children aged two to five years. The group is open on Monday, Wednesday and Friday of each week during term time. Two members of staff work jointly as leaders and are both working towards a level 3 qualification in childcare. A third worker is working towards level 2 in childcare. All the children in the group are from Breedon and the surrounding villages. They are registered to receive nursery education grant funding and are supported by a mentor teacher through the Early Years Development and Childcare Partnership. There are currently no children with special needs or children who speak English as an additional language attending the group.

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

How effective is the nursery education?

The children are making generally good progress towards the early learning goals . Staff's knowledge of the foundation stage is good, enhanced by recent training. The assessment of children's progress is excellent with staff beginning to include the next steps in the planning. Though some targets set in assessment records are not always used effectively to challenge more able four year olds. Staff have high expectations of the children's behaviour emphasising the need to be kind to each other. The room and resources are used effectively to give children choice and access to varied experiences. Planning is generally good, although there are some gaps. A lack of consistency in the range of activities planned means children miss opportunities to design and build. The organisation of some group sessions means that it is difficult for staff to present instructions clearly and for children to listen, for example in music activities. The setting has made positive improvements in its partnership with parents. Information, both written and verbal, given to parents is relevant and of good quality. Parents are well informed about their child's progress through informal chats, parents evenings and written reports. Staff encourage parents to share what they know about their child during parents evenings. The show and tell time and parents rota has successfully involved parents in their children's learning. Leadership of the setting is strengthening. Over the last year the staff and management committee for the group have completely changed. Committee and staff have worked hard to implement new policies and procedures which have clearly benefited the group, giving it clear aims and direction. The staff team works well together and has a good relationship with the committee. The appraisal of staff and evaluation of the educational provision has enabled the setting to set realistic goals for training and development.

What is being done well?

Personal and social development is promoted well. Behaviour is good and children and staff enjoy a warm relationship. Progress in physical development is very good with children being offered a variety of experiences. They show much confidence in moving about their environment. Partnership with parents is excellent. Parents speak warmly of the group and feel involved in their children's learning.

What needs to be improved?

Consistency in planning a range of activities to give children opportunities across the stepping stones particularly to design and build. Organisation of some group activities to enable children to listen and follow instructions. Opportunities to extend learning for more able 4 year olds particularly in writing and mathematical problem solving.

What has improved since the last inspection?

The setting has made significant improvements since the last inspection. Despite a complete change of staff and committee they have identified and managed to address all the issues raised. Planning documents show clear learning intentions, while opportunities for children to write in different situations has increased. The purchase of a computer and access to school resources ensures that children are familiar with simple technology. Good use is made of the outdoor area for physical play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Many good opportunities exist for children to show curiosity, such as the effect of water or salt on ice. Children are becoming independent and confident as learners, being able to choose a variety of activities to do by themselves. Some children are very competent on the computer. Behaviour is very good, the staff emphasise the need to be kind and to share with each other. The children have formed good relationships with staff and each other.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children use spoken language well to communicate. The show and tell time encourages children to speak out with confidence about things they have brought from home or recent events such as the Christmas holidays. There are varied opportunities for children to make marks and draw with meaning, however, there are limited opportunities for the 4 year olds to begin to develop their writing skills further.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children count well. Most of them recognise numerals 1 - 9. They have many opportunities to count during registration and daily tasks. Children show sustained interest in talking about quantity during the water play while filling and emptying bottles. Staff use counting rhymes which encourage children to think about how many are left, but opportunities for older children to work with number problems are limited and sometimes missed.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Excellent activities with ice encouraged children to use their senses to explore and investigate. Children are confident with technology, they can operate the mouse and are beginning to use simple programmes. Children are developing a sense of time and interest in familiar people. There are many varied opportunities for children to become aware of other cultures and beliefs. Children do not have many opportunities to use construction materials to design and build.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>A variety of opportunities exist for children to develop their physical skills. The use of play equipment gives children the opportunity to climb, balance and control their bodies. They move confidently around the room and show increasing control in using large equipment. Children are aware of their own physical needs such as needing a drink and staff discuss healthy practices with them. The exploration of malleable materials and use of one handed tools develops children skills well.</p>	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Opportunities for children to explore colour and the effects of mixing colours is promoted well, one child was delighted to discover he could make brown from 3 other colours. Exploring the texture of different materials also features strongly. Different home corner scenarios are used well so that children engage in role play based on their own first hand experiences. A lack of clear instructions and organisation limits children's ability to explore and recreate simple rhythms.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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

Ensure there is consistency in planning a range of activities across the stepping stones which includes opportunities for children to design and build. Reorganise the grouping of the children to ensure that children are able to listen and follow instructions. Plan more opportunities to extend the learning of more able 4 year olds particularly in writing and mathematical problem solving.