



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205164

DfES Number: 516097

INSPECTION DETAILS

Inspection Date	01/01/2005
Inspector Name	Ann Winifred Harrison

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Belbroughton First Steps
Setting Address	Belbroughton Primary School Bradford Lane Belbroughton W.Mids

REGISTERED PROVIDER DETAILS

Name	Mrs Caroline Bagust
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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

Belbroughton First Steps is run by The committee of Belbroughton First Steps. It opened in 1992 and operates from rooms within Belbroughton Church of England Primary School.

A maximum of 16 children may attend the group at any one time. The nursery is open each weekday from 12:30 until 15:00, term time only. All children share access to a secure outdoor play area.

There are currently 21 children aged from 2 to 5 years on roll. Of these, four receive funding for nursery education. Children come from the local and surrounding area.

The playgroup employs four staff. All of the staff, including the manager, hold appropriate early years qualifications.

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

How effective is the nursery education?

Belbroughton First Steps Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage which enables them to plan a range of practical activities which help children learn. They engage and support children's play and conversations very well, although there are limited opportunities for children to write and to link sounds with letters or to begin to use simple calculations. Planning does not always show clear learning intentions for activities. Staff record observations and assessments which show how children will make progress through the stepping stones, although they are not always used to help to plan children's next steps in learning. Staff manage children's behaviour well and encourage their independence. The equipment and resources are used imaginatively.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. Good relationships between staff ensure a well-organised setting. Professional development is supported and staff are encouraged to develop their skills and knowledge through attendance at training courses. There are systems in place to monitor the quality of the educational provision, although the monitoring of use of assessments to inform plans is not always effective.

Partnership with parents is very good. Parents are kept well informed about the Foundation Stage, activities and routines. Parents talk to staff on a regular basis and are kept informed about their child's developmental progress. Parents are encouraged to be involved in their children's learning through regular discussion and home links activity sheets.

What is being done well?

- Staff provide a wide range of well planned experiences and activities that help children progress in all areas of learning. Staff have high expectations of children's behaviour and encourage good behaviour by use of praise and encouragement.
- There is a good balance of adult led and child initiated activities that enable children to have choice and work independently.
- Activities provided are interesting, varied and challenging. Staff provide children with appropriate resources that they use competently and appropriately.

- Children have good relationships with each other and with adults. They initiate interactions with each other and co-operate well.
- Children have good opportunities to find out about their environment, they plant seeds and observe growth, they look at pond life and are taken on walks in the local area.
- Staff provide a variety of creative activities to enable children to explore materials and to develop their own creativity.
- Staff work closely with parents and keep them well informed of their child's progress.

What needs to be improved?

- the opportunities for children to make marks and write
- the opportunities for children to begin to link sounds with letters
- the opportunities for children to use simple addition and subtraction in everyday situations
- the planning system to show how observations and assessments are used to help plan children's next steps in learning and to show clear learning intentions for activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting has introduced a number of effective measures to address the key issues raised at the previous inspection.

The key issues related to improving access to physical play equipment when weather is poor and children's awareness of general health and activity; providing more opportunities to use programmable toys and information technology; to plan for further exploration of different sounds, besides taped music; to inform parents of learning objectives and keep them informed about their child's learning and to improve procedures for special educational needs.

The setting has purchased new outdoor play equipment which includes equipment for balancing and climbing. Children also have access to PE sessions and some equipment in the school hall. The group have recently moved into new premises and a new garden area is under construction so that children will have access to large physical play equipment throughout the session. Planned topic work and general discussions ensure that children are aware of issues of general health and activities.

The setting have now purchased a computer and programmable robot which children access regularly. Plans are also in place to purchase more suitable software for the computer and for children to have access to a digital camera.

Plans now include regular use of musical instruments both in free play and

structured activities. Children also take part in music and mime sessions.

Parents are kept well informed of the learning objectives of planned topics. Information is available each day of the activities that children may access and parents have regular opportunities to discuss their child's progress with staff.

There are procedures in place for Special Educational Needs. The Policy has been reviewed and manager has been on Special Educational Needs Coordinator training and this is on going.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children separate readily from their main carer and they are familiar with the routine and engage quickly in play. They are beginning to concentrate for long periods and are confident to speak in a large group. Children behave well and have good relationships with staff and peers. They show an increasing level of confidence and independence with their personal skills, choosing their own activities and putting on their coats. Children are learning to share and take turns fairly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact well with others and are able to initiate and continue conversations with staff, peers and visitors. They join in familiar rhymes and songs. Children demonstrate good book handling skills and are beginning to understand that print carries meaning. Children are beginning to recognise their own names. There are limited opportunities for children to make marks and write in everyday situations or to begin to link sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to count up to five and some children count beyond. They count in everyday situations although they do not engage in simple addition and subtraction in practical activities. Children learn about shape and size and are beginning to use language to describe and compare size. They are learning about weighing and measuring in cooking and growing activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are knowledgeable and interested in their environment. They are beginning to find out about and identify living things. Children develop their design and making skills through art and construction activities. They use IT equipment with confidence. Children talk confidently to the group about significant experiences in their lives. They are learning about their own and other cultures through planned topic work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in a range of physical activities, they are able to move imaginatively with control and coordination. Children show a good awareness of space and have regular opportunities for climbing and balancing. Children use a range of small and large equipment competently. They explore malleable materials and handle tools well. Children are beginning to realise the importance of staying healthy and the changes that happen to their body when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore texture in sand, water, play dough and cooking activities. They have good opportunities to explore colour and shape through well planned art and craft activities. They explore form and shape in two and three dimensions. Children respond well to music and are able to move to sounds and sing familiar songs. Children use musical instruments on a regular basis. Children play imaginatively in a variety of role play settings and are able to talk about their feelings.	
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

- develop opportunities for children to use simple addition and subtraction in everyday situations
- further develop opportunities for children to make marks and write and to begin to link sounds with letters
- further develop planning systems to show how observations and assessments are used to help plan children's next steps in learning and to show clear learning intentions for activities.

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.