



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY231990

DfES Number:

INSPECTION DETAILS

Inspection Date 07/02/2005

Inspector Name Mary Kelly

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Inglenook Nursery

Setting Address Inglenook Nursery School
619 Pershore Road, Selly Park
Birmingham
West Midlands
B29 7HA

REGISTERED PROVIDER DETAILS

Name Mrs Nadia Dowell-Lee

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

Inglenook nursery school opened in 2002 and operates from 6 rooms in a detached converted house. It is situated near to the city centre in the Selly Park area of Birmingham. A maximum of 50 children may attend at any one time. The nursery is open each weekday from 08:00 until 17:30 for 50 weeks of the year. All children have access to the outdoor area.

There are currently 37 children aged from 7 months to 4 years on roll. Children come from a wide catchment area, as most of the parents travel to work. The nursery supports a number of children with special needs, and supports a number of children who speak English as an additional language.

The nursery employs 11 staff. 8 of the staff, including the manager hold appropriate early years qualifications. 4 staff are working towards a qualification..

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

How effective is the nursery education?

Inglenook nursery school offers good quality provision overall which helps children to make generally good progress towards the early learning goals, with very good progress in physical and mathematical development.

Teaching is generally good. Staff have a basic knowledge of the foundation stage, staff have not attended any training in this area. They plan a range of practical activities that promote the learning of children, particularly in physical development. However, children do not have many opportunities for free choice of toys and equipment, access to some resources is limited. Staff management of behaviour is very good. Activities are well managed and staff engage in children's play and conversations. The children currently do not have access to a free flow role play area, which could enhance the learning of the children

Staff are using assessment records and observations well to identify the progress of the children are making towards the early learning goals. There is a system in place to support children with special educational needs. The challenges set for the children are generally good and the staff are aware that more able children need more challenge.

The leadership and management are generally good. The manager has identified that currently the planning is currently not as effective and are improving this to suit the needs of the setting. The group benefits from a clear management structure and an enthusiastic staff team who work well together. They are committed to improving practice acting upon advice from the EYDCP to improve their planning and assessment systems. A training programme is in place and management provide time for the staff to plan activities and attend training.

Partnership with parents is generally good. Parents receive good information about the group through regular newsletters, although the parents currently do not have any information given to them regarding the educational programme for their

What is being done well?

- Behaviour is well managed by staff. They set clear boundaries for the children and are consistent in their handling. Children receive constant praise and encouragement for their efforts.
- Good staff interaction and they encourage the children to extend their language.
- Children have regular opportunities to play in a safe outdoor play area.
- Development of the children's physical development is good. They use a range of large and small equipment well. They have weekly access to

movement to music.

- Children celebrate a range of cultural festivals and find out information about these cultures. Children have opportunities to use numbers for counting.

What needs to be improved?

- opportunities for the children to promote their self help skills and self selection of resources;
- accessibility for the children to have access to a writing area and role play at all times;
- access to undirected ICT skills;
- staff's knowledge and understanding of the foundation stage and early learning goals and make information about these accessible to the parents;

What has improved since the last inspection?

At the last inspection the nursery were asked to develop assessment records for the children with special educational needs, develop long, medium and short term planning and monitor the progress of the children as individuals. These have been implemented. They were also asked to review the way resources are displayed and make them accessible to increase the independence of the children and develop a formal system for monitoring system. These last two points are still under review and being worked towards with the support of the mentor teacher.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, independent and concentrate well with the activities provided although they are not always able to choose for themselves. They listen well at circle time and contribute their views and exchange news. There is a helper of the day, but more could be in place to encourage the children's independence and self help skills, such as pouring their own drinks at snack time. The children are well behaved and have good relationships with their peers and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children are confident and engage in conversations with each other and adults. Most children can express their needs and more able children give more detail on their thinking. Children demonstrate good book handling skills, they have access to books and understand the correct way print is read. many of the more able children can write their own names and are aware of the sounds in their name, but opportunities for a writing area and writing for a purpose need to be developed.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use and understand numbers well. Most children count up to ten and some beyond. Most can name shapes confidently and are aware of positional language and are able to identify which are big and little by comparing each others feet. Children have opportunities to develop their understanding of simple addition and subtraction through every day activities and this is supported by activities on the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are opportunities for children to learn about the world they live in. They have a good sense of time and recount past events in detail. Children learn about other cultures through celebration and food tasting. They build and construct with a purpose using a variety of materials. Children have opportunities to use the computer although they are currently always supervised.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely. They run well and are able to stop and start safely. They have a good sense of space especially when doing music to movement in the room. They are developing an awareness and understanding of healthy eating and bodily awareness especially for a children who needed an inhaler, where the staff explained this well to the other children. Children handle tools and equipment well especially when exploring painting and sand textures.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children express their ideas through a range of activities such as painting, dough and music. Children do not have access to a role play area for free flow play which would enhance their development in this area. Children are able to seek out each other for games and introduce story lines and involve others in their play Children know a range of songs and rhymes and able to move well to music. Children are given regular opportunities to talk about how they are feeling.</p>	

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 more opportunities for the children to promote their self help skills and self-selection of resources;
- Improve accessibility for the children to, the writing and role-play area's;
- Provide increased opportunities for children to have access to undirected ICT activities;
- Provide further opportunities for staff to develop their knowledge and understanding of the foundation stage and early learning goals;
- Provide information about the foundation stage/ early learning goals to parents;

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.