



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 311332

DfES Number: 517452

### INSPECTION DETAILS

Inspection Date	20/03/2003
Inspector Name	Julie Ann Hemsley

### SETTING DETAILS

Setting Name	East Bierley Pre School
Setting Address	East Bierley Pre School East Bierley, Bradford West Yorkshire BD4 6PL

### REGISTERED PROVIDER DETAILS

Name	Ms Sue Callaway
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### 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
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East Bierley playgroup is committee run and has been established since 1978. The group operates from two rooms within St Lukes's Church Hall in the village of East Bierley, serving families from the local residential area. The main playroom is situated on the first floor and a smaller room on the ground floor, adjacent to the toilets is also used, mainly for small groups of children. There is no enclosed outdoor area however children enjoy regular local outings. The facility is open each weekday morning during term time from 9.15am until 11.45am, and on Monday and Thursday afternoons from 12.30pm until 3.00pm. The group is intending to also open Friday afternoons after the coming Easter holidays. There are 38 children on register, and of these there are 14 funded three year olds and nine four year olds. There are two funded children with special educational needs and there are no funded children for whom English is an additional language. The staffing structure consists of two joint supervisors, three playgroup assistants and a further three staff are available for emergency and relief cover. All staff have appropriate qualifications or early years experience and training. The group receive advisory teacher support from the Early Years Development and Childcare Partnership.
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## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

East Bierley is a good playgroup where children enjoy learning and are happy and confident. Children make generally good progress in communication, language and literacy, knowledge and understanding of the world, and mathematic and creative development. They make very good progress in their personal social, emotional and physical development. Staff support the children well in all areas and have a generally good understanding of the foundation stage. They organise activities although regular use of pre cut shapes and pre printed worksheets can sometimes restrict children's free expression. The session is well balanced and children have opportunities for free play as well as planned activities. There are good resources to support the learning and areas of play are invitingly presented. Planning systems have improved however the challenges set for more able children are not always specific and children's assessments do not clearly identify how they are progressing towards the early learning goals. Evaluations are used to inform planning but information from assessments is not always used to plan the next stages in children's learning. Children with special educational needs are very well supported and although there are no funded children for whom English is an additional language there are satisfactory support systems in place. Leadership and management are generally good. There is no appraisal system but training is ongoing. Staff work very well together and have a shared commitment towards improvement. Monitoring of the provision is informal and children's assessments do not clearly identify the progress of the educational provision. Partnership with parents is very good and the committee are very supportive. Parents speak highly of the group and are kept well informed about the setting. They have access to their children's records, are encouraged to help during sessions and contribute in many other ways

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

Children are effectively encouraged in their personal, social and emotional development and have good relationships with each other Children's physical development is well planned for and staff compensate very well for the lack of an outdoor play area Children express their imagination well through good role play activities Children's computer skills are developing through regular access and they are well supported by staff Staff withdraw small groups of children for short concentrated sessions and special activities which are planned to meet the age and stage of each group Circle times are made interesting and are well managed by staff. Children concentrate well and many participate confidently Support systems for children with special educational needs are of a high standard

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

the opportunities for children to write for a purpose, extend their vocabulary including

mathematical language and solve mathematical problems through everyday practical activities the opportunities for children's free expression in art and craft and the use and value of pre cut shapes and pre printed work sheets the organisation of assessments to show clearly how children are making progress towards the early learning goals and identify the challenges set for more able children

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

There were four key issues identified for improvement at the last inspection Children now have more opportunities to recognise their name such as using name cards and name trays for storing work and personal items. Staff provide regular opportunities for children to develop their understanding of mathematical operations such as simple addition and subtraction such as counting and comparing groups of objects by adding and taking away The planning now clearly identifies what children are expected to learn The children's assessments still do not show clearly how they are making progress towards the early learning goals

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Children make very good progress. They sit and concentrate well, especially at group times and persevere and complete tasks independently. Staff develop positive relationships with children fostering their confidence and motivation to learn. Children establish good relationships with each other and co-operative play is very good. They take responsibility for their own tasks and their personal care. Children's behaviour is very good and well managed by staff.</p>	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children make generally good progress. Their language is developing well and they confidently express their needs and ideas although there are insufficient opportunities to extend their vocabulary or link sounds to letters. Children show interest in books at group times and independently and use books for information. Some children can write their name and some children are beginning to form letter shapes, however there are insufficient regular opportunities to write for a purpose.</p>	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress. They count and recognise numbers up to five and some beyond. They can compare groups of objects and some children have a developing awareness of simple addition and subtraction. Children can recognise and name shapes and relate them to shapes in the environment. Children can estimate size and understand measure. There are missed opportunities to develop mathematical language, and insufficient opportunities for solving mathematical problems</p>	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children make generally good progress. They explore features of their environment and the natural world. They build and construct and join and fasten materials together. Children use the computer with increasing confidence and control. At circle time they talk about past and future events in their lives and talk about their families. They are developing a positive respect for other cultures and lifestyles. There are missed opportunities for children to question 'how' and 'why'.</p>	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children make very good progress. They move confidently and safely indoors and use their bodies and develop co-ordination using a range of large and small equipment such as the climbing frame, wheeled toys and through well planned large and small physical activities. They show consideration for others whilst riding round the room and when finding space to play such as on the floor. Children develop a</p>	

very good awareness of keeping healthy and of what helps them to grow.
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<b>CREATIVE DEVELOPMENT</b>
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Judgement:	Generally Good
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Children make generally good progress. They explore colour, shape and texture through many planned activities. Children regularly access musical instruments using them to create sound patterns and accompany songs and rhymes. They create real and imagined experiences through good role play and acting out favourite stories. There are missed opportunities for children's free creative expression in art and craft.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Review the opportunities for children to write for a purpose, extend their vocabulary including mathematical language and solve mathematical problems through everyday practical activities Review the opportunities for children's free expression in art and craft and the use and value of pre cut shapes and pre printed worksheets Evaluate and improve the organisation of assessments to show clearly how children are making progress towards the early learning goals and identify the challenges set for more able children