



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 229137

DfES Number: 533481

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Patricia Dawes

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Brearley Playgroup
Setting Address	Brearley Nursery School Brearley Street, Newtown Birmingham West Midlands B19 3XJ

REGISTERED PROVIDER DETAILS

Name	Miss Ceridwen Elisabeth Howell
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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

Brearley Playgroup opened in 2000. It operates from the community room in the school grounds in Birmingham.

The setting serves the local area.

There are currently 12 children from 2.5 to 4 years on roll. This includes 8 funded three year olds. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language.

The group opens 4 days a week during school term. Sessions are from 09.30 until 12.00.

There are 2 full time and 1 part time staff who work with the children, all of whom have early years qualification to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Brearley Playgroup provides very good quality nursery education that helps children make very good progress towards all the early learning goals.

The quality of teaching is very good overall and meets the needs of all children. Children are well supported across all areas of learning and play. Staff have a secure knowledge of the foundation stage and a good awareness of how children develop and learn. They use this knowledge to provide children with new experiences, opportunities to choose activities and use resources imaginatively, such as developing creative and thinking skills. Staff interaction is very effective; they are skilful at developing children's language, by constantly questioning children to make them think. Staff manage the children's behaviour well and build easy and trusting relationships with them. Routines are well organised and give children time to complete chosen activities.

Observations and assessments of children's learning are systematic and linked to learning outcomes. Staff make good use of observations and evaluations to identify the next steps in children's learning, helping children to move forward at a pace suitable to their individual needs. Planning is in place, however due to poor presentation it does not clearly demonstrate the learning objectives to be achieved.

Leadership and management are very good. The ethos and aims of the setting are clearly reflected in practice and there is a commitment to build on existing good practice. Staff have high expectations of children's learning and they understand their role and responsibility in helping children make progress in all areas of care and education.

Partnership with parents is very good and parents are aware of how they can support their child's learning at home. Parents are kept informed about their child's progress and attainment and there are regular opportunities to exchange information.

What is being done well?

- Children are motivated to learn as a result of the staff's positive interaction and engagement in their play.
- Children engage easily in conversations with each other and adults. They enjoy singing, listening to stories and can confidently recall past events in stories and in their personal lives.
- Children learn about the world around them by exploring their surroundings and living things. They have a good understanding about their own culture as well as other cultures, through practical and planned activities.
- Children enjoy a variety of music and they are able to distinguish sound

patterns and beats in music using various mediums.

- Good general organisation helps children become self-sufficient and to make choices. Staff support and encourage children to try new experiences by providing a good range of activities linked to the foundation stage.
- Children are interested in all activities and motivated to learn. They initiate their own play and choose from a wide range of stimulating resources. They particularly enjoy using the resources for developing creative and writing skills.
- Staff use very good strategies to promote good behaviour and consideration of others. They give clear and consistent boundaries and help them understand the impact of unacceptable behaviour. Their calm and polite manner sets a very good example for children.
- There are very good links between parents, staff and the reception class in school, children are able to visit the reception class before they start school.
- Parents are kept informed of their child's progress and encouraged to continue their child's learning at home.

What needs to be improved?

- the presentation of planning records to ensure they clearly demonstrate the learning objectives to be achieved.

What has improved since the last inspection?

Not applicable, as this is the first inspection of the settings nursery education for funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and relate well to each other. They are interested, motivated to learn and enthusiastic to try new experiences. They choose between activities, select resources themselves and take care of their personal needs, such as washing their hands. They are becoming sensitive to the needs of others, and are able to work as part of a group. Children behave well, they are taught to share, take turns and be polite.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate; they confidently interact and talk in groups. They express views, their ideas and recall events. Children use language to explore real and imagined feelings through varied activities. Children enjoy books during story group time and self initiated play. They listen well to stories and enjoy sharing books with staff. Children practice writing and mark making on a daily basis through the provision of a designated writing area and during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to count with confidence, learn about the features of different shapes and use language to describe position. They are able to recreate patterns, sort, compare and match with confidence. They show an active interest in numbers and have opportunities to count and use numbers in everyday activities. Children are developing an awareness of weight and capacity through the use of resources such as the sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a very good range of resources that encourage them to explore and investigate how things work. They learn about features of the local environment, they walk around the school grounds and explore the local area. They are beginning to develop an understanding of different cultures, through a range of activities and resources. They have regular opportunities to discuss past and present events in their lives. Children build and construct with a wide range of materials and tools.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around with skill and confidence. They are able to take part in a wide range of physical activities inside and outdoors. They show a good awareness of space and enjoy catching and running games. They are developing an understanding of how to stay healthy and are aware of their self-care needs and the changes that take place to their bodies after exercise. They handle a range of tools and small equipment such as scissors, pencils, paintbrushes and rollers with confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children show an awareness of different types of music, taking part in a painting activity to classical music listening and tapping out the rhythms. They respond well to creative experiences and use their imagination in art and design. Children have opportunities to explore texture and smells during cooking activities. They are developing an awareness of shape in two or three dimensions through a variety of unusual art and craft activities.

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:

- There are no key issues to report, but consideration should be given to improving the following:
- the presentation of planning records to ensure they clearly demonstrate the learning objectives to be achieved

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.