



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 142750

DfES Number: 525056

### INSPECTION DETAILS

Inspection Date 21/02/2005  
Inspector Name Rachael Williams

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bridgwater College Early Years Centre  
Setting Address College Way  
Bridgwater  
Somerset  
TA6 4PZ

### REGISTERED PROVIDER DETAILS

Name Bridgwater College Early Years Centre 142750

### ORGANISATION DETAILS

Name Bridgwater College Early Years Centre  
Address College Way  
Bridgwater  
Somerset  
TA6 4PZ

## 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

Bridgwater Early Years Centre was established in 1993 and designated as an Early Excellence Centre in 1997. It is a partnership nursery between Bridgwater College and Somerset Local Education Authority, and is located on the college campus in Bridgwater, Somerset. The centre has purpose built accommodation with a secure outdoor area. The accommodation comprises of a large main playroom with two adjoining baby rooms, a quiet sensory room, a Forest School base room, a Sure Start room, meeting rooms for parents, kitchen and toilets. The centre provides care for children living in the local and wider community.

There are currently 95 children on roll aged from 4 months to five years. This includes 49 funded three and four-year-olds. The centre supports children with special educational needs and who speak English as an additional language.

The centre is open for 50 weeks of the year from Monday to Friday between 08:00 and 17:30.

There are 21 regular staff working with the children who all hold relevant childcare qualifications such as NNEB and this includes three qualified teachers. They are supported by visiting specialist staff, such as speech therapist and educational psychologists, and the Early Years Development Childcare Partnership.

The centre also offers a variety of services for adults and children including Home Start and Sure Start, parent workshops and weekly Forest School sessions.

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

### How effective is the nursery education?

Bridgwater College Early Years Centre is acceptable and of high quality. Children are making very good progress towards the early learning goals.

Quality of teaching is very good. Staff have a good knowledge of the foundation stage curriculum and establish effective individual learning plans to meet children's needs. Relevant observations and annotated photo evidence are used well to support individual 'celebration of achievements' records, although, progression towards the early learning goals is not clearly identified. Children who have special educational needs or who speak English as an additional language are supported well. The room is well set out to encourage independence and integrated play, although, organisation may lead to older and more able children not being extended fully on occasion. There are good arrangements to support children in their self-initiated activities and to develop their understanding of the natural world through the Forest School approach. There is a wide range of resources to provide a balance of experiences. Behaviour is managed effectively through clear expectations and explanations with appropriate strategies being consistently applied.

Leadership and management is very good. A flexible, committed team work well together. Communication is good and staff meet regularly to discuss issues. There are clear arrangements to support staff's development effectively for example, through relevant appraisals. Good use is made of action plans to address identified strengths and weaknesses and these are reviewed regularly.

Partnership with parents is very good. There are effective, ongoing arrangements to ensure achievements and progression are regularly shared for example, through an annual 'Celebration Day'. Good relationships have been established and staff have a secure knowledge of key families. A relevant notice board keeps parents well informed and there are regular opportunities for information to be updated.

### What is being done well?

- Individual learning plans are used effectively to support all children and to meet their individual needs.
- The room is well organised and there is a good range of resources to support children's play. Children are very confident in their surroundings and independently access and initiate activities.
- Children behave well and show care and concern for others around them. Children are encouraged to share their feelings and have good awareness of others and their beliefs. Staff effectively manage behaviour with appropriate strategies which are consistently applied.
- A flexible, committed team work well together. All staff are experienced and well-qualified and have good knowledge of the foundation stage curriculum.

There are regular opportunities for staff to communicate which they do effectively to share information and achievements.

- Relationships with parents are good and staff have good knowledge of key families. Parents are well-informed of their child's achievements and progression through daily key worker discussions, regular opportunities to take their 'Celebration of Achievement' record home and through being involved in a 'Celebration Day'.
- The Forest School is used well to develop children's understanding of the natural world and to show care and concern for living things. There are excellent opportunities for children to explore and investigate which they do enthusiastically.

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

- organisation to ensure that staff are able to maximise all time with more able children
- assessments to clearly identify progression towards the early learning goals.

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

Bridgwater College Early Years Centre has made very good progress since the last inspection.

At the last inspection issues were raised relating to written learning possibilities to ensure clarity for all staff, the use of the curriculum guidance in ongoing assessments and to maintain parental links.

Individual learning plans have evolved which clearly identify what it is intended the children will learn and are linked to the stepping stones. Staff have good knowledge of the foundation stage curriculum and are clear on learning possibilities.

A 'Celebration of Achievements' for each child clearly documents their achievements through annotated photographs and pieces of work. Progression towards the early learning goals is not clearly identified, although this has a limited impact on children's learning.

The staff have fostered good links with parents and have good knowledge of key worker families. There are good arrangements to ensure parents are involved with the centre and are regularly informed of their child's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident within the setting and independently access activities. Children show great involvement in their self-chosen activities. Good relationships have been established and children show care and concern towards younger children. Children behave well, are very aware of their feelings and emotions and are confident to deal appropriately with difficult situations such as disagreements. Children are very aware of their local environment and are keen to share their experiences.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well and make their intentions clear through simple statements and gestures. Stories are listened to attentively and books are handled appropriately. Children are confident to select favourite books from the library van. Mark making equipment and one handed tools, such as kitchen utensils, are used skilfully. Children are good at discussing their home experiences in small groups and are able to make connections. Instructions are followed well especially at key group time.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematical language confidently for example, using numbers spontaneously in their play and using size and comparative language well when using steel bowls. Children match numbers well and more able children are beginning to recognise them independently. Children enjoy participating in number rhymes and their effective use has encouraged children to observe simple addition and subtraction problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in their environment when visiting the Forest School which they participate in enthusiastically. Children are excellent at exploring and investigating using their senses appropriately for example, exploring the ice and developing uses for a piece of rope. Cultures and beliefs are explored well and children are confident to express their feelings. Information and communication technology is used well and children are confident to complete a programme independently.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move well on ride on toys and negotiate pathways skilfully. Speed and direction are adjusted effectively and children are able to stop to avoid collisions. Children are skilled in using various equipment for example, pulling a cart to move turf to the compost heap. Children manipulate pieces of rope well for a desired effect for example, to make a rope bridge. Children use tools carefully for example, when using scissors to cut out pictures.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children are good at exploring materials for example, comparing textures of the soil and sand. Texture is described well for example, when melting ice and creating collage pictures. Children enjoy singing and participate enthusiastically in familiar songs and action rhymes. Children play imaginatively in the well supported role play area. Children are good at using their home experiences to develop their play. Children use their senses well to explore and to develop ideas from the Forest School.

**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 significant weaknesses to report, but consideration should be given to improving the following:
- review organisation to allow staff to maximise all time spent with more able children
- further develop assessments to show progression towards the early learning goals.

*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.*