



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509482

DfES Number: 530118

### INSPECTION DETAILS

Inspection Date 21/09/2004  
Inspector Name Rebecca Trow

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Foundations Day Nursery  
Setting Address Elim Church Centre  
Exeter Road, Selly Oak  
Birmingham  
West Midlands  
B29 6EU

### REGISTERED PROVIDER DETAILS

Name The Committee of Elim Church Centre 251549

### ORGANISATION DETAILS

Name Elim Church Centre  
Address Elim Church Centre  
Exeter Road, Selly Oak  
BIRMINGHAM  
WEST MIDLANDS  
B29 6EU

## 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

Foundations Day Nursery opened in 1993. it operates from eight rooms in a church building in Selly Oak, Birmingham. The nursery serves the local area.

There are currently 89 children from 0 to 8 years on roll. This includes 11 funded 3 year olds. Children attend for a variety of sessions. the setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.00.

There are 20 staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are three staff who are currently working towards a recognised childcare qualification. The setting receives input from a support teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Foundations Nursery provides generally good nursery education for children. Children are making generally good progress towards the early learning goals, with very good progress in communication, language and literacy, mathematics and physical development.

Teaching is generally good. The staff have a generally good understanding of the early learning goals. Staff challenge children appropriately, adapting activities to ensure children are stimulated though differentiation is not included in the planning. Staff use effective strategies for managing behaviour which they apply consistently, with emphasis placed on rewarding positive behaviour. Staff organise time and resources effectively. They ensure that toys and equipment are varied and provide appropriate challenge for children. Staff make regular assessments of children's progress towards the early learning goals and their achievements are recorded. Assessments do not include how children have made progress towards the stepping stones.

Leadership and management are generally good. The setting has a clear management structure with a supernumerary manager and deputy in place as well as room leaders. All staff receive an induction and annual appraisal. All staff are committed to further training to improve practice and the setting welcomes input from the Early Years Development and Childcare Partnership (EYDCP) support teacher. The setting does not have a formal method of assessing the provision for nursery education.

Partnership with parents is generally good. Staff maintain good communication with parents through regular communication. The setting encourages parents to be involved with their child's learning though they are not provided with written information about the Foundation Stage.

### What is being done well?

- Children communicate well with staff and peers. They listen and respond to staff during group sessions and instigate conversation with their friends. Children attempt writing for various purposes and talk about what their marks mean.
- Children demonstrate a good understanding of number throughout their play and recognise several numerals. They use language to describe shape, size and position.
- Children have a good understanding of their own physical needs. They talk about good and bad foods and understand the need to stay healthy.

**What needs to be improved?**

- the detail in children's assessments
- the development of children's independence through routine activities
- written information for parents about the Foundation Stage.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children approach learning and new activities with enthusiasm, concentrating during group sessions. Children have pride in their achievements and form good relationships with peers and staff. Their behaviour is good and they respond to staff well. Children are developing personal independence though this is not encouraged during all activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with staff and peers. They listen and respond to staff during group sessions and instigate conversation with their friends. Children attempt writing for various purposes and talk about what their marks mean. They enjoy books and participate in story sessions, answering staff questions and repeating familiar lines.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good understanding of number throughout their play and recognise several numerals. They use language to describe shape, size and position and know that parts of shapes have different names. Children match pictures and create patterns with toys and equipment. They are developing an understanding of how numbers can be compared and added together.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good sense of time and talk about the routine of the nursery day and past and future events. They show an interest in how things work and why things happen and talk about possible effects of their actions. Children have an understanding of the Christian faith in accordance with nursery policy though their knowledge of other faiths and beliefs is limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of their own physical needs. They talk about good and bad foods and understand the need to stay healthy. Children have good coordination and move around the setting with control, showing a good awareness of space. They handle a range of large and small equipment with skill.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy music and know a range of songs, often matching their movements to the music. They explore sounds and make up words to songs to change them. Children express their imagination through free play and art activities such as free painting.

**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**

- Include how children learn, in assessments.
- Develop children's independence during routine activities.
- Provide written information for parents, regarding the Foundation Stage.

*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.*