



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 301976

DfES Number:

### INSPECTION DETAILS

Inspection Date	13/02/2003
Inspector Name	Shaheen Matloob

### SETTING DETAILS

Setting Name	Queensbury Tykes Playgroup
Setting Address	Victoria Hall, Queensbury Library Bradford West Yorkshire BD13 1AB

### REGISTERED PROVIDER DETAILS

Name	MRS HEATHER CONBOY
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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
Queensbury Tykes Playgroup is situated in the basement of the large, Victoria Hall in the centre of Queensbury, Bradford. It has been running for over two years and serves the local community. The hall is shared with many other community groups. A swimming pool is situated next to the playgroup. The children learn and play in the main hall. Toilets are accessed along a corridor and kitchen facilities are available. There is no outdoor area. The playgroup is registered for 24 children. There are 24 children on roll, who come from differing social backgrounds. None of them have English as an additional language. One child has special educational needs. There are presently nine funded three year olds and two funded four year olds. There are seven members of staff employed who work with the children. One member of staff has an NNEB qualification. Two members of staff are working towards their NVQ level 3 qualification. The playgroup is open week days, except Wednesdays from 09.30am to 12.00pm, term time only. The group is a member of the Bradford under fives association and they have received help and guidance from the Early Years Unit.

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

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

The playgroup provides a welcoming atmosphere where children settle well so that overall they make satisfactory progress towards the early learning goals. The children make very good progress in physical development, they develop good physical skills and bodily awareness. Children are generally making good progress in communication, language and literacy and knowledge and understanding of the world. Children are learning to communicate with each other and there are some good opportunities for children to show an interest in the world where they live. Although children are making satisfactory progress in the area of personal, social and emotional development, mathematics, and creative development there are significant weaknesses that need to be addressed to enable children to learn effectively. The quality of teaching is satisfactory. Staff generally question children well, but some lack a thorough understanding of the early learning goals. Some staff spend insufficient time talking with the children to extend their learning. High standards of behaviour are set by staff and they provide good role models for the children. However they do not always encourage the children to be independent, for example calling out children's names to collect their snack. The organisation of the session often means that children do not have time to access all activities because areas are cleared away too quickly. Children with special educational needs are supported well. Leadership and management is generally good, they are making good progress with the planning. The manager is addressing the problems of staff qualifications and training. Partnership with parents is very good. Parents are well informed about the curriculum and about their child's progress through discussions and written records.

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

Partnership with parents is good. Parents share information about their child and receive regular information about their progress. High priority is given to children's physical play. Each day children have good opportunities to develop their skills in balancing, climbing and also develop their awareness of space. Support for children with SEN is good. Staff are developing appropriate procedures for supporting these children, with the input of the early years team. Literacy is given a high priority. The children enjoy and listen well to stories and are beginning to link sounds to letters.

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

The accessibility of the resources so that children can choose for themselves and develop their independence. Staff's knowledge and understanding of the early learning goals. Children's understanding and vocabulary by providing them with more time/opportunities to talk to staff. Children's knowledge of shape, position and Pattern making using practical equipment.

<b>What has improved since the last inspection?</b>
first inspection

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are making satisfactory progress in personal, social, and emotional development. Their behaviour is generally good and the children settle in well at the group. The children are learning to concentrate and can sit for long periods of time. However they are not given enough opportunities to develop their own independence through activities due to areas closing down and staff too often over direct the children	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are generally making good progress in communication, language and literacy. They have a letter of the week and children are beginning to name letters of the alphabet correctly through a daily alphabet song. They listen and concentrate well on stories and are learning to use books well. However, some staff do not always extend vocabulary as well as others, and the deployment of staff often leaves activities without staff to interact with the children.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are making satisfactory progress in their mathematical development, although there are some weaknesses. They are able to sing number and counting rhymes and many children can recognise numbers up to five. However, some staff do not always utilise every day situations effectively to extend children's learning in maths and there are few resources for children to select for themselves, particularly with regard to making shapes and patterns.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are generally making good progress in knowledge and understanding of the world. Children are developing a good knowledge of their local environment, for example by visiting the local shop, and through visitors to the group, such as the fire service. They talk freely about their own families, however there are too few opportunities for children to make, build and put things together, as staff too often do the work for the children and resources are not always available.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children generally make very good progress in physical development. Physical play is well balanced in the planning, providing activities which successfully extend children's physical skills. Children are effectively able to develop their awareness of space through the use of apparatus and wheeled vehicles. Activities for keeping healthy encourage children to talk about how they feel after exercising.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>Children are making satisfactory progress in their creative development, although there are some weaknesses. They can use a range of materials for making pictures and models and have opportunities to participate in musical activities. However there are too few opportunities for children to select their own materials for themselves. Many activities are not available for long enough in the session to enable children to use the resources and promote their learning.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Ensure staff extend children's vocabulary through effective questioning and good staff deployment. Provide more everyday opportunities to develop children's understanding of mathematics, particularly shape, position and pattern making through being able to select resources for themselves. Reorganise the session to offer children longer access to activities, more freedom to select their own resources and become more independent. Extend the staff's knowledge and understanding of the coloured stepping stones towards the early learning goals so that they have a better understanding of what they are trying to teach the children.