



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322356

DfES Number:

INSPECTION DETAILS

Inspection Date 28/02/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Broad Oak Nursery
Setting Address 64 Palmerston Road
Mossley Hill
Liverpool
Merseyside
L18 8AJ

REGISTERED PROVIDER DETAILS

Name Mr David Myers

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

Broad Oak Nursery has been registered since 1997 and cares for a total of 30 children. It is a privately run nursery and is situated in a residential area at the south end of the City of Liverpool. The accommodation is a converted, detached bungalow and comprises of a baby room, a toddler room, a pre-school room and a rear outside play area. Nine nursery staff are employed, all qualified and experienced.

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

How effective is the nursery education?

The provision for nursery education at Broad Oak Nursery is of good quality. It enables children to make generally good progress overall towards the early learning goals. They make very good progress in their mathematical, physical and creative development.

The quality of teaching is generally good. The teacher's knowledge of the early learning goals is very good. Topics are planned well ahead, in good detail, but the links with the stepping stones are general rather than identifying specific items and levels. Comprehensive assessment of children's progress enables the staff to match the tasks to individual needs, for example, the writing in the newsbooks. The level of challenge is also reasonable in the small group activities. Staff use very good relationships and an extensive range of positive methods to manage children's behaviour. Teaching methods are generally good, achieving a good balance between planned inputs and children's independent choices.

The leadership and management of the nursery is generally good. The manager exercises very good leadership overall, very committed to improvement in care. The setting's ability to assess its own strengths and weaknesses is generally good. Many of the processes are carried out informally, on a verbal basis. Staff appraisals are regular and formal. Informal monitoring of the provision allows issues to be raised in regular staff meetings. The effectiveness of the evaluations is generally good. Some issues are resolved in the meetings, but others such as gaps in resourcing are not as quickly dealt with. The lack of formal evaluation records means that there is no overall development document.

Partnership with parents is generally good. The setting is welcoming and has an open door policy so that parents can come in and get sound information on progress. Although little information is displayed, parents share information well and the regular newsletters keep them in touch with topics, to help at home.

What is being done well?

- Relationships between staff, children and parents are very good. These encourage children's good behaviour and developing confidence.
- Children's physical skills and confidence are promoted very well through a good range of adventurous indoor and outdoor activities.
- Children's creativity is very well developed by introducing them to the potential of acting out stories and role playing characters.
- Children's mathematical development is very good. Children develop a good idea of counting and using numbers to solve simple problems as well as gaining a good experience of shape and space when they study large medium and small footprints.

What needs to be improved?

- the attention given to accelerating the development of children's writing and letter formation.
- the number of opportunities for children to experience ICT
- the more detailed link between planning objectives and specific stepping stone elements, as a formal aspect of monitoring and evaluation.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing interests and enthusiasm for learning. Staff are good at building up children's confidence and self-esteem, encouraging them to try new things, to listen and to select activities independently. Children are making friends, learning to cooperate and know about sharing equipment like the water tray, and taking turns using the outside play slides and ladders. Children are good at self-care, behaving and keeping rules, but do not express much awareness of different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy chattering away, sharing their ideas and impressions and extending their range of new words as they find out things. They love stories and know a lot about books, authors and the characters they expect to find in, for instance 'Jack and the Beanstalk.' They learn to link sounds and letters when they look for their self registering cards or newsbooks. They can dictate their news and add their own illustrations but are not yet forming letters and building up a set of words to write.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count to 5 or 6 when they putting in their order for toast, and to ten or more when they are checking how many bean seed pots they have placed in the garden. They enjoy number rhymes and songs that help them with simple subtraction problems like how many children have disappeared into the giant's tummy. They gain a very good idea of shape, size and capacity by painting squares, circles and triangles and learning their names, and by studying small, medium and large footprints.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are particularly interested in investigating and listen avidly to the instructions for planting beans in soil. They ask questions such as "what will it look like?" They get design experience when they make items to go onto the 'Beanstalk' display. They gain a very good sense of time by looking at months, seasons, growth and families and learn what "3 minutes to tidy up" feels like. They do not experience enough about the uses of technology in everyday life because of limited equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children love the outdoor play equipment which gives them scope to set adventurous challenges and improve their confidence and skill in balancing, climbing and moving in and out of objects. They like to rush around but do this carefully so as not to bump into others because they have gained a good sense of using space safely. They understand exercise, hygiene and healthy eating. They develop good finger control by using a wide range of small fiddly items, and tools like scissors and spreaders.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in music sessions, learning words to new and lively action songs like 'There was a Princess' to link to their Beanstalk theme. They love to act the story taking the parts of the characters and their responses mount in excitement, with shouts of joy or amazement, or in rushes of language like "I planted my bean in the soil just like Jack did in the story, and it will grow so high!" Children also develop very good skills in exploring colour and materials.

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

- develop closer links in planning to the individual stepping stone elements, and introduce a formal procedure for monitoring this.
- increase the opportunities for children to practice letter formation and writing.
- improve the use of resources to promote children's awareness of ICT.

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.