



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 221552

DfES Number: 582050

### INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Lorraine Hunt

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burwell Early Learners
Setting Address	Burwell Early Learners, Burwell Village College Site The Causeway, Burwell Cambridge Cambridgeshire CB5 0DU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Burwell Early Learners
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### ORGANISATION DETAILS

Name	Burwell Early Learners
Address	The Causeway Burwell Cambridge Cambridgeshire CB5 0DU

## 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

Burwell Early Learners opened in 2001 following the merger of two long-established groups, Burwell Community Nursery and Burwell Pre-School Playgroup. It moved to its present purpose built accommodation in January 2004 and has 3 rooms, 2 of which accommodate the funded children. The building is located on the site of the village college in Burwell and serves the local area.

There are currently 108 children from 16 months to 5 years on roll. This includes 30 funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.00 - 11.45 and 13.00 - 15.30. There is an optional lunch facility for pre-school children.

7 part-time and 3 full-time staff work with the children, 4 of whom have early years qualifications. 4 staff are currently working towards a recognised early years qualification. Relief staff are also employed to provide cover as and when needed.

The setting receives support 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?

The provision for nursery education at Burwell Early Learners is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and communication, language and literacy and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good working knowledge of the Foundation Stage and plan interesting, varied activities which help children learn and make progress. Key strengths in many areas of learning are due to the quality of staff interaction with children and the way in which they sensitively support and extend children's play and learning using planned and spontaneous opportunities. Excellent attention is given to developing children's awareness of sounds and letters. However, there are missed opportunities to use practical activities and routines to reinforce number work.

Children's progress is monitored and recorded using stepping stones and next steps identified for each child in consultation with parents. As a result staff have a clear understanding of children's individual needs.

Leadership and management is generally good. Relationships within the staff team are positive, they are supportive of one other, work well together and deploy themselves effectively during the session. The management committee delegates much of the day to day running of the setting to the supervisor. Some staff receive regular appraisals but there is currently no evaluative or monitoring system in place to support the Foundation Stage.

Partnership with parents is generally good. Parents speak highly of the staff and the setting. They are encouraged to actively support their child's learning through joining the committee, being a parent helper and by encouraging their child to take in objects that relate to the letter of the week. Staff offer regular meetings with parents to share children's progress records.

### What is being done well?

- Staff provide a happy, positive and inviting environment. Staff explain at initial circle time what activities are on offer and children are invited in turn to express their choice of first activity. This gives children a focus and encourages their independence.
- Staff use open ended questioning skilfully to challenge children's thinking. They are interested in what children say and do, introduce new vocabulary in meaningful contexts, give clear explanations to children's questions and encourage children to contribute their own ideas and views. As a result children's confidence and self-esteem is well promoted.

- Children are motivated to learn through the provision of a stimulating range of activities and the sensitive support of staff.
- Children are provided with many opportunities to learn about letters and their sounds. Much of the planned programme of activities is based around "letter of the week" so children learn through meaningful learning opportunities such as snack time, when children have a different snack each day that begins with the week's letter, weekly cooking activities and resources that reinforce the letter.
- Staff are good role models, they have high expectations and manage children's behaviour well, encouraging them to share, take turns and co-operate with each other. They effectively channel any boisterous play into extended play scenarios, introducing additional resources such as maps, suggesting to children how they could extend their play, whilst encouraging them to lead it.

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

- opportunities for children to count, compare numbers and develop an understanding of calculation through practical activities and routines
- the monitoring and evaluation of the effectiveness of the provision for nursery education

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

Generally good progress has been made in implementing the action plan drawn up to address the point for development identified at the last inspection.

Some additional resources have been purchased to encourage children to ask questions and explore how objects work and why things happen. This is an area where there is still scope for improvement. Staff encourage children to think about and express their ideas as to why things happen through open ended questioning in one-to-one, small group and large group situations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children form good relationships with staff and relate well to each other; co-operating, negotiating and sharing resources such as the train set. They form firm friendships within the group. They are confident to approach adults and express their needs and views. Children's behaviour is good. Clear boundaries are set and consistently applied by staff. Children are independent in their self care. They show interest and enjoyment in the activities and are motivated to learn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children develop good language skills through group discussion and high quality interaction with staff. They join in enthusiastically with songs and rhymes and enjoy looking at reference and story books. Older/more able children show high levels of interest and skill as they turn pages, discuss the illustrations and "read" the story. Letters and sounds are explored across the daily activities. Children recognise their names and write for a purpose as they write letters to post in the post box.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use numbers in their play and many can count reliably to 10. They use mathematical language to describe shape, position and size and show an understanding of "take away" when using their fingers for calculation in number rhymes. They learn about matching as they pair socks and sorting when dressing different sized dolls with their own clothes. However, there are missed opportunities to count, count on and compare numbers in routines and practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to find out about their environment and the natural world when planting daffodil bulbs, discussing the weather at group time and going for local walks. They investigate and predict whether conkers, fir cones and leaves will sink or float and what happens to cooking ingredients when they are mixed together or cooked. They build and construct using a range of resources. There are fewer opportunities for children to use information and communication technology.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently during outside play, making full use of the large garden area and demonstrating good co-ordination to avoid collision with others. They develop climbing and balancing skills using the large fixed outdoor apparatus. Children handle tools and equipment such as knives, brushes, pencils, rollers, glue spreaders and the computer mouse with developing control and purpose but have fewer opportunities to practise scissor skills. Staff routinely reinforce health awareness.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour, form and texture as they make autumn and harvest collages, print with leaves and apples and play with sand, water, baked beans and shaving foam. They respond with enthusiasm as they find out about raw eggs and see how they change so that they can make egg sandwiches. They enjoy singing familiar songs and have good opportunities to respond to a wide variety of music, although there are fewer opportunities for them to explore sounds with instruments.

**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**

- provide opportunities for children to count, compare numbers and develop an understanding of calculation through practical activities and routines
- develop systems to monitor and evaluate the effectiveness of the provision for nursery education

*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.*