



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY274638

DfES Number: 547724

INSPECTION DETAILS

Inspection Date	06/01/2005
Inspector Name	Elaine Douglas

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Highbridge Childrens Centre
Setting Address	7 Coronation Road Highbridge Somerset TA9 3JD

REGISTERED PROVIDER DETAILS

Name	The partnership of Highbridge Childrens Centre
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ORGANISATION DETAILS

Name	Highbridge Childrens Centre
Address	Friarn Centre for Families Albert Street Bridgwater Somerset TA6 3RG

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

Highbridge Children's Centre is a children's centre run in partnership with Beechfield Infants School, North Sedgemoor Opportunity Playgroup and health visitors from the local G.P. surgery. It offers a variety of family support services including a children's nursery. It operates from a new timber frame purpose built building situated within the grounds of Beechfield Infants School in Highbridge in Somerset. The nursery area in the centre has three main rooms, a sensory and therapy room, kitchens, sleep room, toilets and office. There is access to a secure outside play area within the school grounds.

There are currently 92 children from birth to five years on roll. This includes 51 children receiving funded nursery education. Children attend for a variety of sessions. The group supports children who have special educational needs and who speak English as an additional language.

The nursery is open Monday to Friday from 08.00 to 17.45 for 50 weeks of the year. They offer sessional and full day care.

Ten staff work with the children funded for nursery education. Eight have early years qualifications. One staff member is currently on a training programme. The group receive support from the Early Years mentor/teacher (EYDCP).

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

How effective is the nursery education?

Highbridge Children's Centre is providing high quality nursery education, where effective planning and teaching enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a very good understanding of children's individual abilities and build effectively on what they already know. They use this information well to plan to ensure children develop equally in all areas and have time to reflect and consolidate their learning. Staff provide children with a stimulating environment, which supports them in becoming independent learners. Staff skilfully support children with special educational needs and use appropriate methods to help them take part in all activities and work steadily towards the early learning goals. Staff provide good opportunities for children to make choices and use appropriate behaviour management strategies. They build good relationships with the children and provide good role models for a calm but busy learning environment.

The leadership and management are very good. The Head of Education and Childcare has clear aims for high quality education and steers the work of the setting. There are good systems to monitor teaching and a clear commitment to staff support and development. The Head of Education and Childcare has very effective methods to identify and implement actions for areas for improvement.

The partnership with parents is very good. Parents are provided with good quality information on the setting and the Foundation Stage Curriculum. They have good opportunities to share what they know about their child and to be involved in their child's learning. Parents are kept regularly informed of their child's achievements and progress through good discussion and appropriate written documentation.

What is being done well?

- Children with special needs are included in all activities. All children and staff use sign language throughout the session to support communication. Staff find out about children's specific needs and work closely with parents and outside agencies to ensure children are appropriately supported.
- The Head of Childcare and Education effectively monitors and evaluates teaching and the educational provision. She recognises individual strengths and works closely with staff to set realistic actions for improvements, which are owned and implemented by the whole team.
- Staff use good strategies for behaviour management. They consistently support children in understanding boundaries and being kind and considerate to others. Their calm and caring manner sets a good example to the children.
- Staff plan varied and interesting activities to cover all areas of development linked to their themes. For example, the sand is used to create a river and

bank, and children are provided with a range of resources to build a bridge for the gingerbread man to get across the water.

What needs to be improved?

- the system for recording children's progress to ensure parents receive sufficient evidence of how their children attain the early learning goals.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children display high levels of involvement in activities and persist to their own satisfaction. They demonstrate pride in their achievements and independence in selecting activities and resources. They confidently separate from their carers and initiate interaction with others. Children are developing an understanding of expectations on behaviour and are confident to express their own needs in appropriate ways, such as saying no thank-you if they do not wish to take part in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen to whole group stories with attention and recall, and respond well to simple instructions. They handle books correctly and are beginning to understand how stories are structured. Children regularly paint and draw, and engage in good practical activities requiring hand-eye coordination. The older and more able children write recognisable letters and familiar words, such as their name. Children regularly use different forms of communication, such as sign language.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children regularly attempt counting in the correct order and confidently count to five. The older and more able children count objects up to ten. Children confidently say the number which is more than or less than the given number, in songs and daily routines and regularly enjoy number games. Children regularly use positional language well and are developing a good understanding of shape, space and measure through daily access to good resources and practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children notice and comment on patterns and changes. For example, children notice the different changes to ingredients when cooking. Children regularly construct to build and to balance. They use simple tools and techniques competently. Children regularly explore their own environment and notice changes in the natural world. For example, one child noticed that the apple tree no longer had any apples but recalled how full it was in the summer before the wind blew them down.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children confidently repeat a range of movements and balance on various parts of their body. They display good awareness of practices which contribute to them staying healthy, such as washing their hands before eating, and wearing a coat and shoes outside when it's cold and wet. Children regularly explore malleable materials and use simple tools to effect change, showing an understanding of their use. For example one child demonstrates how to use chopsticks.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children regularly work constructively on a large and small scale. For example, they build their own obstacle courses and make collages from man made and natural materials. Children enjoy joining in with familiar songs and have a wide repertoire of songs. Children engage in good imaginative role-play and imitate what adults do, such as using oven gloves to put their baking in the oven. They play cooperatively in the same theme and bring familiar stories into their play.	

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:
- the system for recording children's development to ensure parents receive sufficient evidence of how their children are attaining 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.