



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144556

DfES Number: 514025

INSPECTION DETAILS

Inspection Date	11/01/2005
Inspector Name	Pamela Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burma Court Playgroup
Setting Address	Mabel Thornton Community Hall Burma Road London N16 9BG

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Burma Court playgroup 1036944
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ORGANISATION DETAILS

Name	The Committee of Burma Court playgroup
Address	Mabel Thornton Community Hall Burma Road London N16 9BG

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

Burma Court Playgroup is run by a management committee. It opened in 1972 and operates from a hall in a community centre. It is situated on a residential estate located in the London Borough of Hackney. A maximum of 14 children may attend the nursery at any one time. The playgroup is open each weekday from 09:30 to 12:00 during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 12 children aged 2 to under 5 years on roll. Of these 2 children receive funding for nursery education. Children come from the local community.

The playgroup employs 2 members of staff with one parents on a daily rota basis. Both members of staff hold appropriate qualifications in early years.

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

How effective is the nursery education?

Burma Court Playgroup provides very good-quality nursery education which enables children to make very good progress towards the early learning goals. The provision for all areas of the curriculum is very good and well planned.

The quality of teaching is very good. The staff have very good knowledge of the early learning goals and they use these to plan interesting activities and know what they want the children to learn from them. Detailed observations and reports are used to check and record children's progress towards the early learning goals, individual play plans set targets and next steps in children's learning which are agreed with the parents.

The staff manage the children very well and they relate and interact very well with them. Organisation, both inside and outside, is very good. There are extensive resources readily available to the children, encouraging their independence. The children are polite, well mannered and well behaved. They are happy to be at the playgroup and are enthusiastic and very involved in all aspects of their learning.

The leadership and management of the playgroup is very good. The staff work very well as a team and are strongly committed. The playleader is involved in the planning of the curriculum with the staff and she regularly monitors and evaluates the quality of teaching.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. The parents feel very involved with the playgroup and they are given much information including regular newsletters and written reports on their children.

What is being done well?

- Children are confident and secure in the playgroup and considerate of others. Staff use good strategies to promote good behaviour and consideration for others. They give children clear consistent boundaries. Their calm and polite manner sets a good example for children.
- Children are achieving their full potential as young learner because staff are committed and work well as a team guided by a confident and well informed management. They have a shared purpose and approach to children's learning, very good understanding of the stepping stones and early learning goals and know how children learn. They plan very well balanced activities for the children which engage and sustain children's interests and efforts.
- Relationships between staff, children and their parents are very good. High priority is given to parental involvement and good cooperation which supports all aspects of the children's learning and creates a welcoming atmosphere.

What needs to be improved?
<ul style="list-style-type: none">● the opportunities given to children to use information and communication technology

What has improved since the last inspection?
<p>Very good progress has been made since the last inspection. The staff have introduced a number of effective opportunities to enable children to develop correct letter formation, learn about sounds and shapes of letters and ensure that parents have clear information about the policy and procedures for the identifying and assessing special educational needs which was raised as the two key issues in the previous inspection report. Staff have had training in communication, language and literacy and have revised plans to show a much clearer picture of how all the letters of the alphabet will be covered. Sessions are organised so that children work in small/large groups and one to one. They have lots of opportunities to consolidate learning throughout practical activities, during discussion times and at story time such as letter box for items beginning with letter, same letter in first and second names, rhyming words and looking at similarities in names. The children are becoming familiar with letters of the alphabet and some words. Staff remind children of the sounds that letters make and provide lots of opportunities for children to write for a purpose. The Special Educational Needs policy is now in the parent handbook, displayed on the parent notice board and staff go through policy with parents at the initial meeting. Parents are also involved in reviewing policies at the annual general meeting.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen and motivated to learn. They concentrate and listen attentively to stories, during discussions they tell each other about their experiences as they talk excitedly about birthdays. Children are well behaved. Children have lots of opportunities to develop their independence through practical experiences such as pouring drinks, preparing for snacks and selecting activities. They are able to take care of their personal needs such as dressing themselves and washing their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently, holding lengthy conversations with adults and peers. Staff skilfully plan and support activities to extend children's language through asking questions and giving new information such as birds migrating. Children have lots of opportunity to recognise their names and can write their names. Letters are generally correctly formed. Children understand that print carries meaning and enjoy story time. Children write for different purposes during role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers confidently during practical experiences such counting number of children at circle time. They can count beyond ten and are confident to initiate conversations involving numbers. Singing number rhymes, and taking part in routine tasks such as setting the table extends children's understanding for example recognition of numbers, adding, subtracting and counting. Their awareness of weight and capacity is exploited through resources such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to learn about the world they live in. Well planned activities and use of the outdoor area offer the children lots of experiences such as learning about people in the community, living things, the natural world and different cultures and beliefs. Children are able to build and construct using a variety of materials such as in wood, boxes, sand, art and craft. Children have limited opportunities to explore information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to use a wide range of large and small equipment for a variety of purposes. They handle scissors, pencils, paintbrushes, cutlery with increasing control. Outdoors they are set challenges to develop physical skills such as balancing on beams, manoeuvring wheel toys around obstacles. They are encouraged to think about and to understand what happens to their bodies for example when active they get hot and staying healthy through exercise and healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore colour, shape, and texture through sand, water, play dough, cornflour and art and craft activities. They draw on their experiences and imagination as they make shakers, animals, birds and cards. Role play activities are varied and interesting. Children enjoy being at the supermarket and on picnics. They enjoy playing musical instruments such as steel pans and exploring different sounds, singing familiar songs and matching movements to music.

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:
- improve opportunities given to children to use information and communication technology

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.