



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 321561

DfES Number: 520869

### INSPECTION DETAILS

Inspection Date	09/11/2004
Inspector Name	Jenny Taylor

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Burnholme Day Nursery
Setting Address	Bad Bargain Lane Burnholme York North Yorkshire YO31 0GW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Burnholme Community College (Day Nursery)
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### ORGANISATION DETAILS

Name	Burnholme Community College (Day Nursery)
Address	Bad Bargain Lane Burnholme York North Yorkshire YO31 0GW

## 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

Burnholme Community Nursery is a registered charity run by a committee. It has been based in its current setting for approximately two and a half years. It operates from one large open plan room, which incorporates a baby room and an area for three to five year olds. The nursery is situated in the Burnholme Community College in York and mainly serves families from the local community.

There are currently 69 children aged from three months to five years on register. This includes 32 children who receive funding. They attend for a variety of sessions. Two children receive support for special educational needs. The group opens five days a week for 50 weeks. Sessions are from 08:00 until 17:30.

Fourteen part-time and full time staff work with the children. All hold, or are working towards, a recognised early years qualification. The nursery receives support from the York City Council Early Years Development and Childcare Partnership and is working towards achieving Steps to Quality - the local authority quality assurance scheme.

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

### How effective is the nursery education?

Burnholme Community College Day Nursery provides good quality nursery education overall, enabling children to make generally good progress towards the early learning goals. Provision for knowledge and understanding of the world is well planned and they make particularly good progress in this area.

The quality of teaching is generally good. Staff have very good relationships with children and manage them well encouraging them to develop social skills. They give a good level of support to children with special educational needs, who are encouraged to participate in the full range of nursery activities. Staff plan a wide variety of activities which provide a broad curriculum, but this doesn't include sufficient activities to develop children's body movements or their mathematical knowledge. Some staff don't understand well enough how children learn, which means some activities are too difficult and others not sufficiently challenging for the older/more able children, especially in maths and writing. Some adults don't interact sufficiently with children or question them appropriately to challenge their thinking. Staff assess children's learning against the stepping stones and early learning goals, helping them keep a record of children's progress to share with parents. However, this isn't up-dated systematically or sufficiently based on close observations of children's responses to help them plan the next steps in their learning.

Leadership and management is generally good. The manager has developed good teamwork and good relationships with parents, children and the school. She is committed to improving her own expertise. However, there isn't yet a rigorous system to monitor and evaluate the quality of teaching in the nursery.

The partnership with parents is very good. They talk regularly and the nursery informs them well about activities, special events and their child's progress. They are helped to support their children's learning in a good partnership.

### What is being done well?

- Staff plan interesting topics and make good efforts to plan for the appropriate stages of children's learning according to the stepping stones.
- Children learn to use spoken language for a wide variety of purposes.
- Staff provide interesting and stimulating activities to motivate children to investigate, observe, compare objects and living things and to learn about their local area and beyond.
- Children have good opportunities to develop their control and coordination using equipment safely and to manipulate materials and change them.
- Staff evaluate some activities and use these to improve teaching.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the consistency of questions for the older children</li><li>● the planning system</li><li>● teaching, monitoring and evaluation</li><li>● children's assessments</li></ul>



<b>What has improved since the last inspection?</b>
<p>Poor progress has been made in tackling the key issues identified in the last inspection report. These required the nursery, for the older children, to improve on the consistency of staff questioning and on the teaching of simple addition and subtraction in practical activities. A list of ways these could be achieved was discussed at staff meetings. Although some staff have attended Foundation Stage training and some are undergoing training for NVQ level 2, they lack understanding of how to question children to challenge their thinking. The emphasis on children's learning of addition and subtraction in planning and practice is still insufficient and many opportunities are lost in every day practical activities.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have very good relationships, including the youngest children and are learning to show consideration for others. When working together on tasks they are learning to share. Many children show good concentration and perseverance in adult and child-directed activities, including those with special educational needs. Their behaviour is good and they are confident enough to express their own needs. Although they have some chances to learn independence these are not enough.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use talk well to re-live experiences, describe activities, express preferences and connect ideas. Some know the sounds and can write the initial letters of their names. All can recognize their own names. They learn writing can be for many purposes, such as menus. However, those older children who can form good letters are insufficiently challenged in developing writing skills. They enjoy books, handle them carefully and some know about words. They don't always listen well to stories.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn to count to 10, and some beyond, sort objects, write numbers to 5 and match numbers to objects. Older children can recognize, name, match and draw 2 dimensional shapes well. All children have good opportunities to recognize, describe and put into order different sizes. They have insufficient chances to learn about quantity, e.g. in sand and water play, or to learn about repeating patterns. They do not learn enough about simple addition and subtraction in practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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While investigating features of objects and living and growing things and comparing changes, e.g. between wet and dry cornflour children are learning very well. They observe features in their local area and learn about the past by visits from a policeman and to the Railway Museum. They have good chances to design and build with a purpose using a wide variety of resources, e.g. a home for cats. They learn very well how to use a computer and use stimulating programmes to enhance their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children learn well how to control an object by pushing, manipulating, picking up and releasing it. They know how to move parts of their bodies to rhythms of music. They have too few chances to learn about keeping healthy. They show respect for other children's space when playing together and are learning to use their whole bodies in different ways. However, there is insufficient emphasis given to the use of small equipment, large equipment for climbing and balancing and learning new skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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There are good opportunities for children to learn through their senses, including responding with musical instruments. They learn about colour through mixing their own and use imagination to design in three dimensions. They enjoy some imaginative play, which helps them capture experiences but, because some resources e.g. home corner, are poorly presented, children don't use them. They express themselves well when moving to music as minibeasts. They do not always join in with songs and rhymes.

**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**

- improve the consistency of staff questioning , to provide more challenge for all children, but particularly for the older/more able children.
- organize training in the Foundation Stage to improve staff's knowledge of how children learn and implement a system for monitoring and evaluating their teaching
- develop short-term plans so what children are intended to learn is more clear, and all plans so more emphasis is given in the curriculum to physical development
- plan and teach more activities for all children to learn about quantity and, for the older/more able children to learn simple addition and subtraction in practical activities
- up-date assessments more systematically, ensuring they are closely based on observations of children's learning and use these to plan the next steps in children's learning.

*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.*