



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 310399

DfES Number: 520649

INSPECTION DETAILS

Inspection Date 04/03/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Blundellsands Kindergarten
Setting Address Blundellsands Road West
Blundellsands,
Liverpool
Merseyside
L23 6TF

REGISTERED PROVIDER DETAILS

Name Blundellsands Kindergarten 1047898

ORGANISATION DETAILS

Name Blundellsands Kindergarten
Address Liverpool Road
Crosby
Liverpool
L23 5TD

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

Blundellsands Kindergarten moved to their current premises in June 2004. It operates from a purpose built, detached, low level building. The children have access to two play rooms and a communal entrance. There is an outside play area.

There are 60 children on roll, including funded three and four year olds. The nursery opens five days a week during school term times from 09:00 to 15:00.

Six full-time staff work with the children all of whom have early years qualifications to NVQ level 2 or 3 or equivalent. The nursery supports children with special needs and those who speak English as an additional language.

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

How effective is the nursery education?

Provision at Blundellsands Kindergarten is of good quality where children are making generally good progress overall towards the early learning goals. They make very good progress in personal, emotional and social development, communication, language and literacy and in physical development.

The teaching is generally good with some major strengths. Staff set very good examples to children who respond accordingly and are polite and courteous. Staff manage children's behaviour exceedingly well, which results in a calm and happy environment. Staff challenge children with well-chosen questions which make children think. Resources are used effectively to provide a range of interesting activities. Planning is informal but the experienced staff have a good understanding of what is to be done. Assessments are cumbersome, with a lot of paperwork, which does not always give clear information of children's achievements.

Leadership and management are generally good. The headteacher provides strong leadership and is well-supported by a stable and experienced staff team. Monitoring is informal and generally effective in this well-established team. The Early Years team provide valuable support which helps the staff plan improvement in provision.

The partnership with parents is very good. Parents comment favourably on the good quality information they receive about their child. They are encouraged to be involved with their child's learning through contributing items for topics and attending events and celebrations.

What is being done well?

- Children are developing good language skills. They speak confidently and interact well with adults and other children.
- Staff's very good management of children's behaviour and warm relationships results in a happy and relaxed environment in which to learn.
- Children's physical skills improve well through a broad range of planned activities.
- Imaginative play is well-thought out and children are keen to participate, playing in groups for extended periods.

What needs to be improved?

- the opportunities for children to investigate and explore
- the chances for children to make choices in creative and messy play during sessions

- assessment procedures, so they are more manageable and clearly show children's progress
- and achievements

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff have provided a wealth of information on provision for parents on the notice board in the new entrance hall so parents can check it at anytime. There are regular newsletters which give details of current topics and events to help parents understand what their child is doing. The new outdoor area is not yet completed and there is little planned provision at the moment. However, plenty of resources are stored for use when the area is completed and the staff indicate they clearly understanding of how to extend the curriculum indoors to the outdoors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in all activities and enjoy both self-chosen and adult chosen activities. They form good relationships with adults and other children, helping to create a happy and relaxed environment for everyone to learn. Children behave very well. They clearly understand what is expected of them. This means the staff focus on supporting children in their play. Children are beginning to understand, through their play that people have different needs and to treat everyone with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and in groups. They interact confidently with adults. Children enjoy looking at books and choose books independently in the comfortable book corners. They enjoy stories together, such as 'Meg and Mog,' telling staff to 'start at the beginning'. There are lots of chances for children to make marks and to practise early writing skills. Children 'write' letters, putting them in envelopes with stamps, and explain clearly what they are doing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about numbers in practical ways, reinforced in formal written activities. Some chances are missed to reinforce their learning in everyday routines and to help older children to look at bigger numbers. Children learn about shape and size through games, and learn about more and less effectively in practical ways, such as 'only four in the bunny hole, so room for one more.'

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children celebrate a range of occasions, helping them to understand their own and other cultures, such as Chinese New Year. Children find out more about the world around them in play with small world toys and visits such as the police, which children then reinforce in imaginative play. There are few chances for children to investigate and observe change, through independent and ongoing activities and choices. Few chances are available for children to find out how technology works.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a broad range of tools and materials which help them to improve their fine motor skills. They use rolling pins, paintbrushes and crayons. Children are developing a sense of co-ordination and awareness of others as they move around the rooms. Photographs show they use a range of equipment outdoors, to develop climbing and balancing skills effectively.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children thoroughly enjoy imaginative play in the 'rabbit hole', playing in small groups for extended periods of time, organising 'families' of rabbits, 'you're the baby' and negotiating the order of events. Children have regular chances to paint expressively, and to make collages and use other materials. Some work is completed to similar standards using templates, which limits children's creative learning.

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

- review assessment procedures and focus on a manageable system which indicates clearly children's achievements and progress, in all areas of learning, supported by relevant evidence
- provide more opportunities for investigation and exploration of objects and living things
- provide chances for children to make more choices in their creative and messy play during sessions

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.