



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 302823

DfES Number: 524593

INSPECTION DETAILS

Inspection Date 23/04/2004
Inspector Name Maralyn Chiverton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Birdwell Playgroup
Setting Address Birdwell J&I School
 Sheffield Road, Birdwell
 Barnsley
 South Yorkshire
 S70 5XB

REGISTERED PROVIDER DETAILS

Name Mrs Debra Corson

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

Birdwell Playgroup has been operating for approximately 14 years. It opened as part of a training agency in portacabins on the school field. But was relocated to a classroom in the main school building when the training agency moved on.

The group is registered to provide 26 places for children aged between 2 and 5 years. There are 29 children on roll in receipt of funding; 10 of who are 4 years old. There is 1 child currently attending who has been identified as having special educational needs. There are no children with English as an additional language.

The playgroup opens from 09.00 to 11.30 hours; Monday to Friday; term time only.

There are four members of staff, three of who have appropriate childcare qualifications. The Playgroup receives support from Barnsley Choices, the local Early Years Development and Childcare Partnership and close links with school have been established.

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

How effective is the nursery education?

The nursery provision at Birdwell pre-school is generally good. Children are making very good progress in personal, social and emotional, communication, language and literacy, physical and knowledge and understanding of the world and generally good progress in mathematical and creative development.

The quality of teaching is generally good. Staff provide good opportunities for children to think and demonstrate what they know through well-structured activities. They have developed very good relationships with children and respond well to their individual needs. Staff work directly with the children and become involved in their activities. They provide an interesting environment which is organized to encourage children to be independent. They make effective use of resources. They have established routines which children are familiar with. Children with special educational needs are well supported and encouraged to participate in all activities. Staff have some knowledge of the learning goals; however, they lack knowledge and confidence in effectively assessing and recording children's progress and achievements.

The leadership and management of the pre-school are generally good. Leadership and staff work well together as a team. They are clear about their roles and responsibilities for children's well being and learning. They work well together to ensure the provision runs smoothly. They review the quality of their provision and are aware of the need to introduce a more effective record keeping system; they are very committed to improving care and education for all children.

The partnership with parents is generally good. They are made to feel welcomed by staff and find staff very approachable. Parents receive good information about the provision and the early learning goals. They are encouraged to be share information about their child and be involved in their learning through talking informally to staff and taking home "homework" books.

What is being done well?

- Children access a good range of well-structured activities and opportunities that are interesting and well organised.
- There are very good relationships between staff and children. Staff meet the individual needs of children very well. Children with special educational needs are well supported and encouraged to participate in all activities.
- Leadership and staff work well as a team. They are organised and make good use of their time and resources which results in the smooth running of the provision.
- Parents have access to information about their children through talking informally to staff. They feel welcomed and are involved in their child's

learning.

What needs to be improved?

- the staffs knowledge and confidence to effectively assess and record children's progress and achievements.
- the information given to parents regarding children's progress and achievements.
- the opporunities for children to develop an understanding of simple calculation and for them to explore sound and musical instruments.

What has improved since the last inspection?

The setting has generally made good progress on some of the key issues arising from the last inspection report, which has had a positive impact on the children's learning. Staff have attended training on the early learning goals year but still lack knowledge and confidence to effectively assess and record children's progress. Children have access to a wide range of mark-making equipment and opportunities to practise their writing skills. Name cards have been provided which children use at snack time. Resources for language and literacy have improved and are used effectively. Parents are provided with more information on the setting and the early learning goals. They are provided with guidance on correct letter formation alongside the children's homework book.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children establish good relationships with each other and leave parents confidently. They are able to sit quietly and concentrate in small groups. Children are able to express their ideas and feelings in groups and independent play and are able to speak with confidence in a familiar group and are beginning to develop an understanding of right and wrong, and the need for agreed codes for groups to work together harmoniously. Children choose between activities and select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to contribute to discussions, they use language well to communicate effectively with other children and adults. Their feelings, ideas and imagination are expressed through role play such as having a party and group activities for example; talking to Henry an empathy doll. Children access regular opportunities to develop their writing skills and develop their knowledge of letter sounds. They enjoy listening to stories and handle books with enjoyment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children access a wide range of computer software to develop mathematical language to compare shape, size and quantity. They use mathematical language to describe shape and size and their understanding of numbers is reinforced as they take part in number songs and role play such as the farm shop. Children develop understanding of the use of language to compare two numbers through practical activities but are not provided with opportunities to develop understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children effectively use information technology to further their learning. They are encouraged to find out about and identify some features of living things such as tadpoles and farm animals. They are provided with good opportunities to recognise similarities and differences and carefully make models from a variety of materials and tools which they join together with competence and confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to access outdoor play which provides a rich environment for them to run, skip and jump. A wide range of materials provides children with the opportunity to develop fine skills of hand and eye co-ordination for example using scoops to pick up lentils and rice. Children respond with gestures and movement to music and are developing their understanding of spatial awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Good Opportunities are provided for children to explore colour and texture through planned activities such as marbling. They express their creative ideas through collage, painting and model making. Children enjoy singing songs and recognise repeated sounds and sound patterns, for example, clapping their names. However, there is insufficient opportunities for children to develop interest in, and explore sounds of musical 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 staff to develop their understanding and knowledge of effective record keeping.
- introduce an effective record system for informing parents about their child's progress and achievements.
- provide opportunities for children to develop understanding of addition and subtraction and opportunities for children to develop interest in, and explore sounds of, musical instruments.

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.