



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509899

DfES Number: 514182

### INSPECTION DETAILS

Inspection Date 14/10/2004  
Inspector Name Valerie Craven

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Birkenshaw Kindergarten Club  
Setting Address 38 Old Lane  
Birkenshaw  
Bradford  
West Yorkshire  
BD11 2JX

### REGISTERED PROVIDER DETAILS

Name The partnership of Mr and Mrs Bell

### ORGANISATION DETAILS

Name Mr and Mrs Bell  
Address 38 Old Lane  
Birkenshaw  
Bradford  
West Yorkshire  
BD11 2JX

## 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

Birkenshaw Kindergarten Club opened in 1994, and provides full day care for the local community. It is situated in Birkenshaw, on the outskirts of Bradford, in West Yorkshire. The nursery is jointly owned, and managed on a day-to-day basis by the nursery manager. Care takes place on the basement level of the owners home in suitably designed rooms. Children are grouped according to their age, including the funded children, who work in the '2-5 years group'. They spend most of their time in an open plan activity room, have access to suitable toilet facilities, and a secure and safe outdoor play area.

The nursery has 38 children currently on roll, consisting of 8 three-year-olds in receipt of funding, and 1 four-year-old in receipt of funding. None of the funded children have been identified as having special educational needs, or are learning English as an additional language. The nursery is open from Monday to Friday throughout the year, closing only for Bank Holidays, and during the Christmas and New Year festivals. Daily sessions start at 7.45 am and finish at 6.00 pm.

There are five members of staff who work directly with the funded children, including two who are full-time and three who are part-time. All of these staff hold recognised qualifications in childcare and early years education. They receive support from the local Early Years Development and Childcare Partnership, including visits from an advisory teacher, with opportunities to attend a range of locally organised training courses. The nursery staff are members of the National Day Nurseries Association.

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

### How effective is the nursery education?

At Birkenshaw Kindergarten Club provision is of good quality overall, and children are making generally good progress towards the early learning goals. They are making very good progress in knowledge and understanding of the world and creative development. Generally good progress is made in personal, social and emotional development, communication, language and literacy, mathematical and physical development.

Quality of teaching is generally good. Staff use a range of suitable methods to help all children to progress, including an emphasis on learning through play, practical and sensory based activities, also focused and directed small group work activities. They manage children's behaviour well, and use an appropriate system to record children's achievements and progress. Staff's knowledge and understanding of some aspects of the early learning goals, the current way of planning the curriculum, and the way some resources are organised and assembled are limited.

Leadership and management is generally good. There are some suitable measures in place to monitor and evaluate the provision for nursery education. The joint owners and nursery manager are committed to make improvements in the care and education for all children, however, the ability of the setting to regularly assess its own strengths and weaknesses is limited.

Partnership with parents and carers is generally good. They are well informed about their child's achievements and progress through an established key worker system, and by having frequent access to their child's progress records. Parents receive a good range of helpful information about the setting, such as a variety of loose information sheets placed in a folder, and are encouraged to be involved in their child's learning.

### What is being done well?

- Staff's use of a range of suitable methods to help all children to progress, including an emphasis on learning through play, practical and sensory based activities, also focused and directed small group work activities.
- Children's high level of self-confidence, illustrated well when trying new and novel activities, such as when handling a quantity of foam with different coloured paints added, attempting to make patterns and new shades of colours, including wavy patterns and light brown.
- Children's speaking and listening skills, fostered well when responding with enjoyment to stories and songs, and when organised into small groups during daily routines, including breakfast and lunch times.
- Children's ability to count reliably up to 10 everyday objects, promoted well

through daily routines and singing activities, including counting out how many pieces of toast they are allowed at breakfast time, and 'ten cheeky monkeys' featured in a popular song.

- Parent's level of awareness of their child's achievements and progress through an established key worker system, and by having frequent access to their child's progress records.

#### **What needs to be improved?**

- the development of children's ability to work independently through selecting resources for themselves, their name writing skills, and the development of their understanding of simple addition, including combining two groups of objects, suitable for both the three-year-olds and four-year-olds
- the opportunity for children to work on challenging balancing equipment
- the staff's knowledge and understanding of some aspects of the early learning goals, the current way of planning the curriculum, and the way some resources are organised and assembled
- the ability of the setting to regularly assess its own strengths and weaknesses
- the level of encouragement of parents to share what they know about their child.

#### **What has improved since the last inspection?**

Birkenshaw Kindergarten Club have made generally good progress since the last inspection, and this has had some positive impact on the overall provision for nursery education, and on all children's learning. The system used to record children's achievements and progress has been further developed, and planned activities have been adapted to take account of children's different ages and abilities, ensuring the older and more able children are sufficiently challenged. The introduction of a new planning format is ongoing and developing well, but is not yet fully effective. The key issue that required the staff to continue to develop their knowledge and understanding of the early learning goals remains an area of weakness in this report.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are able to show a high level of self-confidence, illustrated well when trying new and novel activities, such as when handling a quantity of foam with different coloured paints added. They have an aptitude to form good relationships with each other and the staff, such as during small group work activities, taking turns and sharing fairly, and behaving in acceptable ways. The development of their ability to work independently through selecting resources for themselves is limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills, fostered well when responding with enjoyment to stories and songs, and when organised into small groups during daily routines, including breakfast and lunch times. They are able to name and sound alphabet letters, including words that rhyme and sound the same, and are developing their early reading skills, often through handling books in the 'book corner area'. There are limited opportunities for children to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count reliably up to 10 everyday objects, promoted well through daily routines and singing activities, including counting out how many pieces of toast they are allowed at breakfast time, and 'ten cheeky monkeys' featured in a popular song. They can use mathematical language to describe and compare a range of shapes, and understand simple subtractions when one is taken away at a time. There are limited opportunities for children to show an understanding of simple addition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their designing and making skills, such as when handling a variety of tools featured in the 'work station area', including hammers and screwdrivers, also when handling everyday materials. They can explore and investigate through looking closely at features of living things, such as cows in an adjacent field overlooking the nursery, are developing a sense of place, sometimes through supervised walks to the local park, and are able to celebrate festivals around the world.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are skilful at using large equipment, such as pedal bikes, well featured during the outdoor sessions, including pedalling vigorously, moving forward and reversing. They can use one handed tools well to help with the development of their hand and eye co-ordination, such as mark-making and writing implements, are able to show a sense of space, and work on a variety of climbing frames skilfully. There are limited opportunities for children to work on challenging balancing equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to explore colour during practical art and craft activities, including colour mixing opportunities, such as by taking a print from the patterns and colours made through handling a foam mixture with different coloured paints added. They can respond in a variety of ways using their senses, such as their sense of sight and touch, use their imagination through role play activities and when making up stories, and are able to explore sound through the use 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**

- develop further, staff's knowledge and understanding of the early learning goals
- review current planning to ensure that all areas of children's learning are fully promoted
- develop the way that some resources are organised and assembled to make them more accessible to children
- make regular assessments of the nursery's overall strengths and weaknesses.

*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.*