



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 306355

DfES Number: 524581

### INSPECTION DETAILS

Inspection Date 30/09/2004  
Inspector Name Elaine Murray

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Brookdale Pre-School  
Setting Address Escolme Drive  
Greasby  
Wirral  
Merseyside  
CH49 1SE

### REGISTERED PROVIDER DETAILS

Name The Committee of Brookdale Pre-School Playgroup

### ORGANISATION DETAILS

Name Brookdale Pre-School Playgroup  
Address Escolme Drive  
Greasby  
Wirral  
Merseyside  
CH49 1SE

## 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

Brookdale Pre-School is a voluntary organisation run by a management committee consisting of mostly parent representatives. The Pre-School offers sessional day care for eighteen children aged from just under three years until they enter statutory education. It operates Monday to Friday term time only from 9:00am to 11:30 and 12:45pm to 3:15pm. Facilities used include a classroom within Brookdale Primary School designated for sole use of the Pre-School, and shared toilets. The Pre-school has its own safely enclosed outdoor play area. There is a pre-school supervisor, deputy and three assistants working on a rota basis to ensure there is always a minimum of three staff present at all times. Brookdale Pre-School is registered to provide nursery education for funded three and four year olds.

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

### How effective is the nursery education?

The overall quality of the nursery education at Brookdale Pre School is good. Children make very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, physical development and creative development. They make generally good progress in other areas.

The quality of teaching is generally good with some very good aspects. Staff provide a broad range of varied and interesting activities. They show a positive approach to the children and have positive relationships with them. Staff make effective use of praise to promote children's confidence and self esteem. Staff cater well for individual needs. They question children well to develop learning. At times expectations from activities planned are too advanced for children's stage of development. This means that some aspects of learning such as children's sense of time are not developed appropriately. Staff promote children's language development well. They do not exploit to the full opportunities to develop children's counting skills. Staff know the children well and make good use of assessments to inform planning.

The leadership and management of the pre school are generally good. The supervisor gives positive and enthusiastic direction and is well organised. Staff roles are clear. They work very well together as a team to plan and teach. The supervisor and staff have a strong commitment to improving the quality of their provision and undertake relevant training. Systems for monitoring planning and teaching are not fully effective in identifying areas for development.

The partnership with parents and carers is very good. Parents receive a high level of information about the pre school and its provision through regular newsletters and an informative notice board. The preschool values parents views and contributions and encourages their involvement in their children's learning. Parents are well informed about their children's progress.

### What is being done well?

- Staff have good relationships with children and a positive approach
- Children behave very well in response to staff's high expectations
- Staff know the children well. They regularly assess their learning and use the information to effectively inform future planning.
- Staff have a strong commitment to improving the quality of their provision.
- The supervisor provides positive and enthusiastic direction
- Staff work very well together as a team to plan and teach

- A strong partnership with parents and carers has a positive effect on children's learning

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

- staff use of every day activities to promote counting skills
- the provision of appropriate activities to develop of children's sense of time
- the systems for monitoring planning and teaching to identify areas for development and to ensure appropriate expectations for children's learning.

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

The pre school has made good progress overall in meeting the key issues identified at the previous inspection. These required the pre school to: develop planning and the monitoring of planning; develop assessment; provide more chances for older and more able children to develop early reading and writing skills; and to establish a system for supporting any child with special educational needs. Staff have improved planning to identify learning outcomes more clearly, including plans for physical development. This has had a positive impact on children's learning. Staff monitor planning regularly, but the present system does not always identify areas for development. This aspect will continue as a key issue following this inspection.

The pre school has made very good progress in meeting the key issue relating to assessment. Staff have developed the assessment system well. Staff make thorough assessments of children's learning and use to effectively inform future planning. This has effectively improved the quality of children's learning.

Progress in meeting the key issue relating to developing early reading and writing skills for older and more able children could not be fully assessed as this inspection relates to funded 3 year old children only. Staff effectively develop these skills with 3 year olds.

Since the last inspection staff have effectively supported children with special educational needs. They have clear system in place for providing support which has full regard to the DfES 1994 Code of Practice. This has had a positive effect on children's learning.

Staff have taken steps to improve links with the primary school. Children are able to use the school playground and hall for physical activities, and to attend assemblies. The pre school has taken part in the school's Healthy School Initiative regarding exercise and food. These measures have improved the quality of children's learning, in particular physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence and interest as they approach activities. They select activities independently and show growing skills of concentration. Children are secure in the routines of pre school. They have good relationships with staff and each other. Children behave very well, sitting quietly at register time and lining up for outdoor play. They display a growing level of independence as they put out cups at snack time. Children co-operate well and share when playing with 'small world' toys.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show the ability to communicate meaning through mark making as they enthusiastically 'make appointments' in the role play doctors surgery. They listen attentively to stories and instructions. Children are learning to express their thoughts and ideas in a clear way. They show enjoyment and understanding of stories as they choose books to 'read' to themselves. Children confidently recognise their name cards at snack time. They show good pencil control as they draw around plastic shapes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently sort, match and recognise shapes at carpet time. They are beginning to use mathematical language as they talk about big and small shapes. Children demonstrate an interest in number problems as they work out how many more cups they need at their table during snack time. Some children show confidence in counting to 5. Although children count at snack time, there are insufficient other chances for them to learn to count in every day situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children display curiosity as they observe caterpillars and discuss what will happen to them. They are developing a good awareness of their immediate environment through good use of visitors pre school such as a dentist and lollipop lady. They are developing proficiency using a computer and learn to use a digital camera Children learn about their own culture and beliefs and those of others. Children make limited progress in developing a sense of time.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show a good awareness of space as they participate in a music and movement session. They show confidence in their movements as they respond to music. Through discussion they show a good understanding of the importance of healthy eating and why we should exercise. Children notice the effects of their exercise in making them feel hot. They demonstrate growing proficiency in using scissors and play dough tools.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children effectively learn to explore colour through printing, painting and colour mixing. They enjoy listening to a range of music and singing familiar songs with confidence. Children explore the different sounds they can make with wooden claves and other instruments. They effectively learn to respond to different textures as they discuss the feel of paint at the art table and man made 'slime' mixture in the water tray. Children show a growing ability to express their ideas role play.

**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**

- ensure that staff effectively exploit every day activities to promote children's counting skills
- provide appropriate activities to develop of children's sense of time
- improve the systems for monitoring planning and teaching to effectively identify areas for development and ensure that expectations for children's learning are appropriate.

*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.*