



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109411

DfES Number: 515085

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Caroline Bishop

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Early Birds Pre-School Group
Setting Address The Church Office, Belgrave Road
Seaford
East Sussex
BN25 2EE

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Management Committee
Address The Church Office, Belgrave Road
Seaford
East Sussex
BN25 2EE

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

The group operate in a Baptist Church close to the railway station and the town centre.

They have use of a large hall, a small hall and two other rooms.

There are ten members of staff of whom up to seven are on duty at any one time.

The group is registered to care for 36 children aged two to five years.

There are toilets for children and staff and disabled facilities.

The group have experience of caring for children with special needs.

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

How effective is the nursery education?

The nursery education at Early Birds Pre-School Group is very good and children are making very good progress towards the early learning goals in all six areas of learning.

Teaching methods are very good. Staff are confident in their knowledge of the stepping stones towards the early learning goals. They plan a range of practical activities which are linked to the six areas of learning, and most activities include plans which will challenge more able children. However, not all plans for mathematics contain details of how to extend more able children, and staff do not often plan for children to practise writing their own names. Staff know the children well and are clear about the progress individual children are making. Systems are in place to support children with special educational needs or who have English as an additional language. There are good relationships, staff talk to children most of the time, encouraging them to respond, think and progress. Staff give children clear guidelines for behaviour and children respond well. Good use is made of space and resources. The assessment system works well and is used to inform future planning.

Leadership and management is very good. There is a clear management structure and the supervisor and deputy provide strong leadership which has a positive effect on children's learning. The supervisor works well with staff, deploying them according to their strengths which ensures children are supported well in their learning. There is a good appraisal system and good links with a qualified teacher who helps the group to monitor their plans, teaching and assessments.

The partnerships with parents and carers is very good. Written information about the group is of very good quality. Staff are welcoming and share information with parents about the children. Parents are involved in their children's learning, they are kept up to date with projects and are given suggested activities to do with their children at home.

What is being done well?

- Early Birds Pre-School Group provides a happy environment with caring staff who help children to make progress in all areas of learning.
- Children learn through a good range of practical and enjoyable activities.
- Behaviour is very good. Children take part in all activities with confidence and enthusiasm and learn to develop positive relationships other children and with staff.
- Children use language well to express their feelings, interact with others and respond to their experiences.
- Children are developing very good imaginative and creative skills. They are

responsive and participate well, expressing their own ideas confidently in music, art and craft and role-play.

What needs to be improved?

- detail in plans for mathematics so that there are always enough challenges for more able children to extend their learning.
- more regular opportunities for children to practise writing their own names.

What has improved since the last inspection?

-Improvement since the last inspection is generally good. There is more technological equipment which children use regularly. Name cards are now used every day which help children recognise their names, although there are still fewer regular opportunities for children to practise writing their names. Plans include more opportunities for children to explore planting and growing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well, they build good relationships and respond well when asked to do things. They are confident, work well independently and concentrate well. Staff support the children well and help to build self-esteem. Children are interested in activities and are motivated to learn. They are confident to try new activities and show interest and enthusiasm in what they are doing. Children are encouraged to be kind and they show consideration towards others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children learn to communicate very well and the development of language skills is given high priority. Staff and children talk to each other imaginatively and children listen well. Children extend their vocabulary learning a variety of useful and interesting words such as when making up poems. They recognise letter sounds and their first names and some children show an interest in writing their names, but staff do not often encourage more able children to practise writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count well and to recognise numbers in a variety of practical and interesting activities. Staff and children use a variety of mathematical language in planned and everyday situations. They recognise and compare shapes, colours and sizes and use positional language. Children participate well in a variety of number rhymes, including those where children explore addition and subtraction. Some of the plans do not show extension activities to challenge the more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and find out about features of some living things. They sow their own seeds and bulbs and observe the changes. They explore why things, such as floating and sinking, happen. Design and model making is a strength in the group. Children select from a variety of construction kits and recycled materials and tools, building confidently and independently. The group is based on a Christian ethos and children also learn about people with other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively in all activities and show good spatial awareness. Well planned activities help children to explore moving in different ways, such as jumping, tiptoeing, skipping and standing still, which they do enthusiastically. Children are developing very good small manipulative skills using a range of construction equipment. They learn to use a range of tools independently, such as when exploring dough and using craft materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic in all creative activities, responding confidently and imaginatively to a range of art and craft activities, role-play and story-telling. Interesting and imaginative resources help to inspire children's imagination. Staff plan well, and join in with creative activities successfully encouraging children to express their own ideas. Children take part in a good range of musical activities regularly, exploring sound and rhythm, and they sing enthusiastically.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure plans for mathematics include enough challenges to extend more able children.
- provide more opportunities for more able children to practise writing their own names.

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.