



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218105

DfES Number: 539816

INSPECTION DETAILS

Inspection Date	23/09/2004
Inspector Name	Michelle Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	BROWNSHORE PRE - SCHOOL PLAYGROUP
Setting Address	BROWNSHORE COMMUNITY CENTRE HOBNOCK ROAD, ESSINGTON NEAR WOLVERHAMPTON STAFFORDSHIRE WV1 2RF

REGISTERED PROVIDER DETAILS

Name	The Committee of BROWNSHORE PLAYGROUP
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ORGANISATION DETAILS

Name	BROWNSHORE PLAYGROUP
Address	Brownsore Community Centre Hobnock Road, Essington Staffordshire West Midlands WV11 2RF

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

Brownshore Pre-school Playgroup opened in 1992. It operates from premises at the rear of Brownshore Community Centre. The Pre-school serves the local area.

There are currently 52 children from 2.5 to 4 years on roll. This includes 21 funded 3-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:30, Monday to Friday and 12:30 until 15:30, Wednesdays and Thursdays.

Seven full and part time staff work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. Two staff members are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development Partnership and is accredited by the Pre School Learning Alliance (PLA).

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

How effective is the nursery education?

Brownshore Pre-school Playgroup offers high quality provision overall which helps children make very good progress towards the early learning goals.

The quality of teaching is very good as staff have a firm understanding of methods that enable children to learn. They ensure clear learning intentions are within plans reflecting the six stepping stones to learning. Key worker groups are used effectively to differentiate activities to suit children who learn at different rates or who have particular needs. Children's learning is monitored but not linked successfully to the stepping stones. Staff use practical situations, which are varied to enable children to think and demonstrate what they know and understand, for example asking children how many cups are needed for snack time. The playroom is organised imaginatively to encourage children to make choices and develop their independence. Staff raise children's self esteem through regular praise and use of consistent routines to enable children to know what is expected of them.

Leadership and management of the setting is very good. The two managers give excellent direction providing a shared purpose and collaborative approach to children's education. The setting uses informal methods to evaluate their strengths and weaknesses as well as more formal approaches such as the Pre-school Learning Alliance accreditation scheme. Staff are proactive in monitoring children's progress which has a positive impact on their development.

The partnership with parents is very good. Parents receive clear and detailed information about the educational provision through notice boards and letters linked to projects. They receive informal up dates on their child's progress but as yet no formal processes are in place to ensure consistency with all parents. Staff work actively to involve parents in their child's learning, for example naming the fish and helping within a rota system.

What is being done well?

- Children are confident in the setting. They enjoy the activities and are motivated to learn. They are achieving their potential as young learners as staff have a firm grip on methods to promote children's learning.
- Children are very interested in numbers and calculation. They self initiate many counting opportunities and are beginning to calculate. Staff model the use of numbers well through numerals in the environment and good use of routine activities.
- Children explore and experiment with a range of materials. They are encouraged to be independent and trial a range of methods to enable their free expression. Staff model investigative behaviour well, resulting in children

developing good observation skills.

- Staff make good use of open questions to encourage the children to think and communicate. Activities are pitched at the right level to provide challenge to each child. Children respond well to staff techniques by initiating questions within their play.

What needs to be improved?

- the link between activity observations and the stepping stones ensuring consistent records of children's learning are maintained
- the organisation of resources to enable each child to freely access materials to join and assemble ensuring they are able to try new and redefine existing techniques.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are inspired to learn. They join in confidently with group activities, sitting quietly and listening well when appropriate. Children are developing good relationships with adults and their peers. They interact positively and work well together. Staff manage children's behaviour well resulting in children sharing and taking turns. Children have personal independence. They are able to select resources and work independently, for example putting coats on as part of role-play experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate. They talk and interact well with adults and their peers and have an increasing vocabulary due to inspiring themes and positive staff interaction. More able children are able to organise their speech to explain experiences, for example how their robot works. All children attempt writing for many purposes. They make marks and explain their meaning. Children are beginning to understand that print carries meaning and are learning to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a real interest in numbers and counting. They are beginning to understand numbers one to ten as staff use practical activities and model the use of numbers well. More able children are able to name one number for each item they count, for example how many feet on a dinosaur. Children are developing an awareness of calculation and are beginning to use skills of addition and subtraction independently. They are beginning to use mathematical ideas to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning the skills of focused observation. They independently discuss similarities and differences, for example within their snack time biscuit. Children are learning to care and understand the needs of living fish, for example feeding and cleaning to promote growth. They model carefully with re-cycled materials, joined with different types of glue and tape, however insufficient tools are provided for each child. Children are learning about the use of ICT through programmable toys.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are set challenges to develop their physical skills, for example moving with coordination like an octopus. They are able to negotiate space and pathways as they play, stopping and starting safely. All children are able to throw balls with some children being able to catch with confidence. Children are able to control small objects, for example using pegs to hang washing within role-play. They are learning about their bodies and the importance of being healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate imaginatively in role-play. Staff fire children's imagination through a well-planned and resourced environment. Children respond positively with more able children adding a story line to their play. Children experiment with tools and techniques to freely express their ideas within art and design. They are encouraged to use all their senses, for example using ice cubes for play reinforcing the meaning of cold. Children are able to listen and respond to sounds.	

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;
- develop the link between activity observations and the stepping stones to ensure consistent records of children's learning are maintained
- increase the amount of resources planned for children to design and build, join and assemble materials to further promote children's independence.

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.