



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 227236

DfES Number: 582902

INSPECTION DETAILS

Inspection Date 11/01/2005
Inspector Name Jennifer Turner

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Vivian Road Pre-School / Harborne Kids Club
Setting Address St Marys Parish Centre Hall
Vivian Road, Harborne
Birmingham
West Midlands
B17 0DN

REGISTERED PROVIDER DETAILS

Name Ms Andrea Ruff

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

Vivian Road Pre School and Out of School has operated in the current premises since 1996.

It operates from two rooms within a single storey church hall in the Harborne area of Birmingham. The Pre School and Out of School groups serves the local area.

There are currently 31 children on roll aged 2.5 years to 5 years of age and 40 children aged 4 to 8 years. This includes 16 funded 3 years olds and 5 funded 4 year olds. It is the admission policy of the group to allow children up to the age of 11 years to attend. The children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens 5 days a week, during school term times. Sessions are from 09:00 until 12:00 for pre school and after school 15:30 until 18:00 hours. Five staff work with the children at each session. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from a Teacher/Mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Vivian Road Pre-School provides very good quality nursery education which helps children make very good progress towards all the early learning goals.

The quality of teaching is very good overall and meets the needs of all children. Planning is effective and children are well supported across all areas of learning and play, by staff who engage fully in children's play. Most staff have a secure knowledge of the foundation stage and a good awareness of how children develop and learn. They use this knowledge to provide children with new experiences, such as reading recipes, exploring textures when making fat balls to feed birds. They also provide good opportunities for children to choose activities and use resources imaginatively. Staff interaction is very effective, they are skilful at developing children's language, by asking them questions to make them think, particularly when recalling events in familiar stories. Staff manage the children well building trusting relationships with them, whilst offering good support to those who need additional help.

Staff are deployed well, and generally use their time effectively to support children in their play and learning. Staff do not always effectively record observations, to ensure a full assessment of all aspects of children's development and learning.

Leadership and management is very good. The aims of the setting are clearly reflected in practice and there is a commitment to build on existing good practice. Staff have high expectations of children's learning and they understand their role and responsibility in helping children make progress in all areas of care and education.

Partnership with parents is very good and parents are aware of how they can support their child's learning at home. Parents are kept informed about their child's progress and attainment and there are regular opportunities to exchange information

What is being done well?

- Staff find out all they can about children's specific needs and work closely with parents to support children. Staff use daily routines to reinforce the children's understanding in areas of learning, particularly around time.
- They consistently use opportunities and resources to allow children to practice and repeat activities to build their confidence. Staff are aware of the development needs of the young group and allow sufficient time for them to develop at their own pace.
- There is an effective system in place to ensure parents have access to their child's records and parents are encouraged to be involved in their children's learning.
- Children are developing self confidence and independence through everyday

activities such as serving themselves at snack time and managing their self care.

What needs to be improved?

- the procedures for recording observations of children's development and learning.

What has improved since the last inspection?

The setting has made very good progress in addressing the key issues raised at the last inspection. The staff were asked to encourage the use of books, ensuring that children match letters of the alphabet with the sounds, listen to rhyming patterns and record their observations and numbers in practical ways. The purchase of new books, both stories, fiction, reference and dual language along with additional furniture has enhanced the reading area. In addition staff encourage children to take books home to read with parents. During various activities staff encourage children to listen to rhyming words and to match letters in their names to sounds.

Staff were also asked to improve the systems for recording children's progress, whilst ensuring that assessments were used to inform future plan's, to extend learning in literacy, problem-solving and recording skills for 4 year olds. Staff have now attended training on assessments and with support from the teacher mentor, they have devised a document to record children's progress in the area's of learning.

Staff have reviewed and updated the Special Educational Needs policy to meet the Department of Education and Employment guidance, and have appointed the leader as the designated co-ordinator.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They willingly try new activities and work well together, sharing and taking turns. Children behave well and have good relationships with staff and each other. Children are developing a sense of independence, they select resources with a level of confidence. They effectively manage their personal independence and self care skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, listen and enthusiastically respond to each other and staff. They are developing a keen sense of humour and use descriptive language to express feelings and discuss elements of stories. They listen to stories and enjoy books for pleasure. Some children respond to sound prompts to link sounds with letters in their names. They are beginning to make marks on paper and some can write their names independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are progressing towards using and understanding numbers up to 10. They enjoy numeric songs and rhymes, whilst using appropriate language to compare numbers. Children use resources to develop their understanding of matching shapes. Children use descriptive language to describe size and quantity. More able children can count past 10 and are developing their understanding of recognising numerals past 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They ask questions about how things work and why things happen, for example when mixing ingredients to make food balls for the birds. Children talk about their environment and features of the natural world. They are beginning to learn about various cultures and beliefs. Children build and construct a wide range of objects and natural materials. They enjoy using programmable toys during role play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They have a sense of space and enjoy vigorous activities, as they climb and move around obstacle courses indoors. They are aware of their own physical needs and understand good hygiene practice, for example they know how and why they wash their hands. Children are increasing in confidence when using a range of small and large equipment, they are progressing towards handling tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children excitedly explore different textures, shape and colours. Children enjoy role play and they organise their own games. They use their imagination when pretending to be shop keepers or builders. Children sing songs and say rhymes from memory. They respond well to rhythm and recognise favourite tunes as they explore sounds. The children freely express and communicate ideas using body language and gestures.

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 key issues to report, however the setting needs to consider improving the current procedures used for recording observations of children's development and learning.

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.