



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 250041

DfES Number:

### INSPECTION DETAILS

Inspection Date 06/02/2004  
Inspector Name Karen Cooper

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care  
Setting Name Early Birds Nursery & Kids Club  
Setting Address Knowle Primary School  
Kixley Lane, Knowle  
Solihull  
West Midlands  
B93 OJE

### REGISTERED PROVIDER DETAILS

Name Mrs Ursula Page

## 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

Early Birds Nursery and Kids Club is an established group, which opened in 1994 and offers sessional, before and after school and holiday care. The group is situated in a porta cabin on the site of Knowle CE Primary School, which is located in Knowle, Solihull.

There are currently 27 children on roll, which includes four funded three year olds. Children attend a variety of sessions. The group supports children with special needs and who speak English as an additional language.

Nursery opening times are Monday to Friday 9:00 to 12:00 term time only. The Kids club offers before and after school care for children attending the school from 8:00 to 9:00 and 3:15 to 6:00 and a holiday club during school holidays for children from Knowle school and surrounding areas.

The proprietor is a qualified teacher and five permanent staff work with the children. More than 50% hold an appropriate qualification. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Early Birds nursery provides a good range of activities in a well organised, secure environment to help children develop positive attitudes toward learning. Overall children are making generally good progress towards the early learning goals. They make very good progress in knowledge and understanding of the world, physical and creative development.

Teaching is generally good. Staff have attended training in curriculum planning and are secure in their knowledge of the foundation stage. They plan an interesting and exciting range of practical activities which helps children to learn. Records of observations are good. Assessment records indicate the progress children are making towards the early learning goals, but are not used effectively to inform future planning. The children's behaviour is generally good, however when in large group situations staff are not always effective in getting some of the children to concentrate and listen.

Leadership and management is generally good. The nursery benefits from strong leadership and a committed staff group. Staff are clear about their roles and work well together as a team. They regularly evaluate their practice through monitoring and meetings and all staff are positively encouraged and supported to undertake further training.

Partnership with parents is very good. Parents are encouraged to share in their children's learning and are kept well informed of their progress. Staff work hard to maintain good relationships with parents, they are provided with information about the group and have access to information regarding activities, topics and themes. The key worker system enhances continuity.

### What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Children's knowledge and understanding of the world is developing very well. The children are becoming aware of their own community and environment and are beginning to learn about other cultures and beliefs through a good range of resources and the celebrations of festivals.
- Children are developing their knowledge of technology and use the computer and peripherals with confidence and skill.
- Children enjoy learning through a range of planned and spontaneous activities, themes and topics and regularly use a range of experiences and material which enable them to explore colour, texture and form in two and three dimensions.

- Children are learning to use and handle a variety of different tools, small equipment the climbing frames and tunnels with increasing skill. They use pencils, threading, interlocking puzzles, small world toys and activities such as cooking, collage and construction to encourage their hand and eye co-ordination.

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

- the encouragement of children to value, browse and share books with staff and peers
- children's concentration and listening skills particularly in large group situations
- the provision of daily routines and activities that promote the development for simple subtraction
- the use of information gathered from assessing children's progress in the six areas of learning to aid future learning.

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

The group have addressed the key issue raised at the previous inspection.

Good progress has been made to improve opportunities for children to make progress in their physical development. The group have negotiated a time with the school to use their hall facilities for physical activities. They make good use of the playground area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to participate in activities and are interested and motivated to learn. They are forming good relationships with staff and each other and confidently express their needs. Behaviour is generally good, however in large group situations children can be disruptive. Children show happiness, confidence, work well independently and are willing to take turns and share.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk about their experiences and freely exchange their ideas during circle time. Children are learning to recognise letters of their name and other letters of the alphabet by shape and sound, the more able children are encouraged to try out their writing skills. Children enjoy stories and know that print carries meaning, however their interest and use of books is not always encouraged.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and size through practical activities. Most name shapes confidently and are beginning to develop an understanding of matching, sorting and sequence. Children are familiar with a range of counting puzzles and sing number rhymes with confidence and enthusiasm. They use numbers as part of their every day routine and most can recognise and count up to 10 and beyond, although children do not often develop their problem solving skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore, investigate and learn about the living and growing world around them when planting vegetables and growing seeds. They are developing their knowledge of technology and use the computer and peripherals with confidence and skill. They are learning about the cultures and beliefs of others through a good range of resources, celebrating festivals and food tasting activities. They demonstrate well that they know and understand how things work i.e. when using magnets.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing skill in control and co-ordination when using small tools and show an awareness of space when moving around the nursery. Indoor activities such as actions rhymes, songs, music and movement are used to develop children's skills and confidence moving in different ways. They have a wide range of equipment to use outdoors and use the indoor climbing frame and tunnels well to climb over, under, in and out. They are beginning to develop an awareness of good hygiene standards

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture and experiment with a variety of materials through planned activities such as dough, paint, collage, printing and sand. They are imaginative and readily act out stories and extended role play scenarios i.e. 'Snow White and the Seven Dwarfs'. They learn about sounds that instruments make and play them to the rhythm of music. They use their senses in response to a range of stimuli, i.e. during cooking activities.

**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 the programme for literacy to include more opportunities for children to use, explore and enjoy books.
- Improve the system for assessing children's progress to ensure that the information gained is used effectively to inform planning in order to meet development needs of individual children.
- Extend the existing programme for mathematical development to ensure children develop simple subtraction through daily activities and routines.
- Improve staff's knowledge of the management of children's behaviour especially in large group situations.

*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.*