



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 226369

DfES Number: 518554

### INSPECTION DETAILS

Inspection Date 03/02/2003  
Inspector Name Amanda Bull

### SETTING DETAILS

Setting Name Britannia Fields Playgroup  
Setting Address Millenium Hall  
Hinckley  
Leicestershire  
LE10 2HE

### REGISTERED PROVIDER DETAILS

Name MRS JULIE BOTTERILL

### ORGANISATION DETAILS

Name  
Address

## **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.

<b>Information about the setting</b>
Britannia Fields playgroup is situated in the village of Burbage, Leicestershire. The group is located in The Millenium Hall on Britannia Road. The group is registered to care for 26 children under five years. Children have access to the main hall for play and to an enclosed outdoor area for outdoor play. There is also access to toilets and the side entrance corridor. There are currently 42 children on the register. There are no children with special needs and no children with English as an additional language. The group receives Nursery Education Grant funding and there are 10 funded three year olds and nine funded four year olds attending. There is a mentor teacher involved at the group. There are six members of staff all of whom hold child care qualifications and have undertaken Foundation stage training.

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

### How effective is the nursery education?

Children make generally good progress towards the early learning goals Teaching is generally good Staff build positive relationships with the children and they work well together as a team. Staff are developing a knowledge and understanding of the early learning goals. Curriculum plans do not include learning intentions or extended targets for more able children. Leadership and management is generally good The owner of the nursery visits daily to monitor the provision and the work of the leader. The owner and leader have built positive relationships with parents, staff and children. Staff have opportunity to attend staff meetings and appraisals are planned to assess staff progress and identify training needs. Staff deployment in some routines is not effective. Partnership with parents is generally good Parents are positive about the approachability of staff and the support given to the children. Parents are becoming more involved in their child's learning through the introduction of link books. There is good quality information about the setting but insufficient detail about what the children learn and how it links into the early learning goals.

### What is being done well?

Children's personal, social and emotional development is being promoted well. Relationships at all levels are good. Staff praise and encourage children frequently and children understand what is right and wrong. Staff are very approachable. Parents speak well of the provision and are happy with the care and education provided. Emphasis is given to developing listening skills. Children respond to adult led stories and listen attentively. Children are developing independence as they select activities and make choices with limited support.

### What needs to be improved?

the organisation of milk time to ensure children are kept meaningfully engaged. the opportunities for children to see written word and numerals within the environment and count in routine situations. opportunities for children to use large apparatus the inclusion of learning intentions for activities and extended targets for more able children within planning

### What has improved since the last inspection?

Progress has been limited Personal, social and emotional development is now planned into the programme of activities. Planning is being revised. As yet it does not include learning intentions or extended targets for children who learn more quickly

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Staff praise and encourage children frequently and relationships at all levels are good. Children are developing independence as they select activities and make choices with limited support. Children wait for long periods at milk time, and are not meaningfully engaged.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Emphasis is given to developing listening skills as children listen to instructions, and attentively to stories. Children have opportunities for mark making and writing in a variety of situations. Children recognise their name and have regular opportunities to choose books. However, there are limited opportunities for them to observe labelling or print in the environment and to see that print carries meaning.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children can recognise shape and talk about the shape of everyday objects. Children have an understanding of size and use words such as smaller, larger, more and less. Children count the children and adults at circle time and can count by rote to 20 +. However, there are insufficient counting opportunities in routine situations, or opportunities for children to extend their mathematical learning.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children celebrate a variety of festivals and understanding is supported through a good range of artefacts. Information and communication technology equipment is accessed and used skilfully. Children are encouraged to identify features of living things and notice change, through projects on seasons and life styles. Children use a variety of tools, recycled materials and construction kits well, to join and build original models.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children learn to use scissors, brushes and writing tools with increasing control. Children move sensibly and safely around the room and negotiate space successfully. Children learn how to take care of their bodies through planned topics. Children have opportunity to use balls, bean bags and hoops. However, there are insufficient opportunities to use large apparatus, or for children to extend their development of overall body control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good

Children have opportunities to listen and respond imaginatively to music. They can communicate ideas through regular dance and role play opportunities. Children can differentiate between colours and experiment with mixing of shades. Children express themselves well through free art work and observational drawings

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**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**

Evaluate milk time to ensure children are meaningfully engaged. Develop a planning system that includes learning intentions and extended targets for more able children. Provide more opportunities for children to see written word and numerals within the environment, and count in routine situations. Provide more opportunities for children to use large apparatus.