



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 508543

DfES Number:

INSPECTION DETAILS

Inspection Date 13/03/2003
Inspector Name Elaine Marie McDonnell

SETTING DETAILS

Setting Name Breckon Hill Children's Centre
Setting Address Breckon Hill School
Middlesbrough
Cleveland
TS4 2DS

REGISTERED PROVIDER DETAILS

Name Breckon Hill Children's Centre

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.

Information about the setting

Breckon Hill Play Group opened in 2000. It operates from three rooms in a mobile unit within Breckon Hill school grounds in a residential area in the centre of Middlesbrough. The facility offers care to children from two to five years from the local community. There are currently 19 children from two to four years on roll. This includes nine funded three year olds. Children attend for a variety of sessions. The group supports three funded children who speak English as an additional language. The group opens five days a week all year round. Sessions are from 9:00 to 11:30, a lunchtime session of 11:30 to 12:30 and 12:30 to 15:00. Six staff work with the children. Four have early years qualifications and two staff are currently on training programmes. 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?

Brecon Hill offers good quality nursery education where children enjoy learning through play in a wide range of activities. Children make generally good progress towards the early learning goals. They make very good progress in their knowledge and understanding of the world and personal, social and emotional development. Teaching is generally good with some very good aspects. Staffs' commitment to learning through play and providing a wide range of visits and special events promotes children's very good knowledge and understanding of the world. Children's very good progress in personal social and emotional development is due to the skills staff have in building children's self esteem and promoting independence. Some staff have a sound knowledge of the foundation stage which enables them to provide an interesting and challenging curriculum. New and inexperienced staff are not confident in extending learning in the freely chosen and day to day activities for children to develop their mathematical understanding and literacy skills. Assessment of children's learning and evaluation of activities has recently been introduced. These match the stepping stones and inform the daily planning. The playgroup has a very good range of equipment covering all areas. The leadership and management are very good. The new manager has developed well structured systems to support new staff and a strong commitment to staff training and development. Realistic self evaluation informs future planning and promotes continued improvement in all areas of practice. The partnership with parents is generally good. Parents are given good quality information about the setting and the curriculum. Information about children's progress is given informally however some would prefer a more formal reporting system.

What is being done well?

Staff make very good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their local environment. Children's personal social and emotional development is very good. Children are confident sociable and have caring relationships with each other and staff. Strong leadership provides a shared commitment to learning through play. The management ensures continual improvement through self evaluation and staff development. The initial information given to parents about the setting and the curriculum. Children behave well in response to good support and high expectations from staff.

What needs to be improved?

The use of freely chosen activities and daily routines to extend children's learning, particularly in mathematics and literacy. Understanding of the foundation stage so that all staff can extend children's learning in all activities. The organisation of craft area to enable children to make best use of all materials and tools.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They make good relationships with each other and adults. They confidently express their needs and ideas. Children become interested and involved in their play choosing their own activities. Children have good awareness of the boundaries set for their behaviour.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. They develop their reading skills as they enjoy books, stories and see labels and pictures around the rooms. Children are developing as confident speakers and engage in conversations with each other and adults. Opportunities for mark making and practice writing are limited.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. They learn about shape size and pattern through a range of practical activities. Children count to ten and some recognise numerals to five. Children's understanding of simple addition and subtraction is developed through practical activities using rhymes and songs. They do not often have opportunities to develop mathematical learning in other activities.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. Children learn about the natural world, features of their environment, their own culture and that of others from a rich programme of outings, activities and visitors to the setting.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. They have a wide range of indoor and outdoor equipment to challenge and build confidence. They learn about the importance of hygiene in routines before eating and after using the toilet. The pre-preparation of some materials restricts opportunities for children's fine motor skills.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They express their	

ideas through a good range of activities including role-play, painting, collage and music. The storage of craft equipment sometimes restricts spontaneous creativity.

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

Y

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

Develop all staffs understanding of the early learning goals to ensure that children gain the most from all activities and learning materials. Organise the craft area to enable children to make best use tools and allow them to access to a wider range of materials.