



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY273376

DfES Number:

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Judith Chinnery

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Heatherbrook Pre-School
Setting Address Astill Lodge Road
Beaumont Leys
Leicester
Leicestershire
LE4 1BE

REGISTERED PROVIDER DETAILS

Name Leicester City Council

ORGANISATION DETAILS

Name Leicester City Council
Address 10 York Road
Leicester
Leicestershire
LE1 5TS

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

Heatherbrook Pre-School is a Leicester City Council provision which opened in 2003. It operates from a mobile in the grounds of Heatherbrook Primary School in the Beaumont Leys area of Leicester.

The group opens from Monday to Friday during school term times. Sessions are from 09:15 to 11:45 and 13:00 to 15:30. There is no afternoon session on Fridays.

There are currently 30 children on roll. Of these 28 receive funding for nursery education. There are no children attending with English as an additional language. The group supports six children with special needs.

There are three members of staff working with the children, two of whom hold a relevant child care qualification. There is one member of staff currently on a training programme. The setting receives support from a mentor teacher from the Leicester 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?

Children are making generally good progress towards the early learning goals in all areas of the Foundation Stage.

The quality of teaching is generally good. Staff are using their developing knowledge of the stepping stones well to extend children's learning through activities. A good balance exists between child and adult led activities with staff beginning to make use of small groups to support children's learning. Support for children with special educational needs is well established. Resources are carefully chosen and the room arranged effectively to support children's development. Staff ask appropriate questions to help children to think and allow them to work at their own pace although some more able children are less well challenged. Staff use appropriate techniques to manage children's behaviour, however, specific strategies to support some very challenging and difficult situations are not yet in place and impacts on other children's ability to make progress. As yet the targets set for children's learning are not used to plan activities based on their interests and what they need to do next.

Leadership and management is generally good. The team is led well and works together effectively. They take up relevant training to enhance their skills and have a good knowledge of their own strengths and weaknesses. They are committed to improving their provision for children having secured the use of another room and member of staff to support the children. However, systems for evaluating their overall educational provision are not yet in place and this leads to a lack of clear focus for future developments.

Partnership with parents is very good. Useful information from the prospectus and newsletters keeps them well informed about the provision. Regular open evenings and daily feedback ensure that children's progress and next steps are shared with parents. Activity days enable parents to become involved effectively in their children's learning.

What is being done well?

- Children really enjoy using their imagination in the home corner area and make good use of the various items to support and extend their play such as using a pushchair as a fire engine complete with paper hose.
- A variety of pens, pencils, paper and note books spread around the setting enables children to make marks and draw purposefully.
- Staff are good at using their knowledge of the stepping stones to direct and extend children's own play and learning, such as offering suggestions and other items and resources to a child to enable him to follow his own interest in fire-engines.

What needs to be improved?

- using targets for children's next steps in planning
- challenge for more able children
- management of specific and very challenging behaviour
- systems for evaluating the overall educational provision.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are well settled in the setting, confident and eager to approach activities and new experiences. They enjoy good relationships with the staff and are beginning to form attachments to their peers. Most children take care of their own needs and willingly attempt self care tasks for themselves such as pouring their own water. While most children usually behave well, the poor behaviour of a few results in high noise levels and disruption during group times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and able speakers with more able children using complex sentences with a wide vocabulary. Many can explain their intentions and make connections between home and group experiences. Children are developing good mark making skills, holding pens well and drawing recognisable images and letters. Most enjoy looking at books and talking about the pictures. However, their ability to listen to instructions and stories is often limited by the behaviour of some of the children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count by rote willingly at least to 10. Some more able children recognise when they have groups of objects of the same amount and are beginning to recognise some familiar written numerals. Many of the children know common shapes and confidently point them out in the environment. Some children are able to use size language such as big and little in their play. However, they are less able to solve simple problems and calculations such as adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and enjoy exploring their environment and working out how things work and change. They can build and join materials purposefully and are interested in technology using the computer mouse to make simple programmes work. Children have a lively interest in people and the world around them and are developing an understanding of other cultures and beliefs. However, they have less experience in learning and developing a sense of time.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently in a variety of ways, jumping and running well. They enjoy using their bodies to climb and move large boxes efficiently. They negotiate skilful pathways around the room often at speed avoiding obstacles. They are developing a good understanding of their own needs regarding health and hygiene. Most children have good small hand movements using tools, such as scissors competently and safely. However, more able children are less able to make progress in this area.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use colours confidently and enjoy creating their own art work with a variety of materials. They use their imaginations really well using available items to extend their play such as making a fire engine from a pushchair. Most children enjoy showing off their pictures and use their senses, such as touch to explore. While they sing well and know the words of familiar songs and rhymes, they have less experience of listening to and exploring music.

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

- ensure that the next steps identified for children's learning are used to plan activities based on their interests and what they need to do next so that older and more able children are sufficiently challenged
- develop clear strategies for managing children's behaviour so that it does not impact on other children's learning
- develop systems for monitoring and evaluating the educational provision for children.

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.