



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219979

DfES Number: 582018

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Fishes Pre-School (Brackley)
Setting Address Brackley Baptist Church
Waynflete Close
Brackley
Northamptonshire
NN13 6AE

REGISTERED PROVIDER DETAILS

Name The Committee of Little Fishes Pre-School (Brackley)

ORGANISATION DETAILS

Name Little Fishes Pre-School (Brackley)
Address Brackley Baptist Church
Waynflete Close
Brackley
Northamptonshire
NN13 6AE

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

Little Fishes Pre-School opened in 1994. It operates from rooms within Brackley Baptist Church close to the centre of Brackley town. A maximum of 22 children may attend the pre-school at any one time. The pre-school opens each weekday during school term time with the exception of Tuesdays. Sessions are from 09:30 to 12:30.

There are currently 22 children aged from 2 to under 5 years on roll. Of these 15 children receive funding for nursery education. Children attend from Brackley and surrounding villages.

The pre-school employs six staff. Two of the staff hold appropriate early years qualifications. A further member of staff is currently working towards a qualification.

The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA).

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

How effective is the nursery education?

Little Fishes Pre-School provides good quality nursery education which enables children to make generally good progress towards the early learning goals and very good progress in some areas.

The quality of teaching is generally good. Most staff are familiar with the early learning goals and understand how children learn. Planning is clear and flexible, linked to the six areas of learning and stepping stones with aims identified. Staff provide a worthwhile range of activities which stimulate children well. However, children do not count spontaneously during practical activities or sufficiently use their mathematical knowledge to compare numbers and solve simple number problems. Suitable systems are in place to support children with special educational needs and children who do not speak English as their first language. Staff are friendly and caring. They make good use of questioning to help children think and move on in their learning. However, older and more able children are not fully challenged to further develop their physical skills. Staff consistently encourage children and generally manage their behaviour well. They organise the space and resources imaginatively to promote children's learning. Staff support children very well in smaller group situations but are not always deployed to full effect in larger group activities to ensure all children sustain attention. Staff assess children's learning against the stepping stones and use this information to plan what children should do next.

The leadership and management of the pre-school is generally good. Effective management systems are in place. The staff and committee work well together as a strong team and have clear roles and responsibilities.

The partnership with parents is generally good. A comprehensive range of good quality information is available to parents about the pre-school and the curriculum. Staff regularly talk to and share information with parents about children's progress.

What is being done well?

- Staff provide an environment which is rich in a variety of different texts, such as words in other languages, poems and rhymes, lists, fiction and factual books.
- Staff encourage children to use their emerging writing for real purposes, for example, to name their work or when making shopping lists during role play.
- The programme includes a range of interesting opportunities for children to learn about their own and other cultures and beliefs. Children develop an awareness of Diwali by making Rangoli patterns and looking at books and celebrate festivals such as Easter, Christmas and St Patrick's Day.

- Staff encourage children to explore an exciting range of materials and objects using all their senses. Children look at and taste exotic foods, such as papaya, custard apple and Indian sweets. They smell play dough with added curry powder and feel cooked and dry pasta.

What needs to be improved?

- the use of spontaneous counting during practical activities
- opportunities for children to compare numbers and to solve simple number problems
- opportunities for older and more able children to further develop their physical skills and whole body movements.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the two key issues raised at the last inspection. The system for planning has been revised and now clearly identifies learning intentions of activities so that staff are clear about their roles and responsibilities. Assessments of children's progress have been developed since the last inspection and are now regularly shared with parents who are invited to add their comments. Parents together with their child/children complete a book entitled 'All About Me' when their child joins the pre-school, which enables staff to build on what children have learnt at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They confidently choose and use activities in small and large groups with older children showing sustained persistence. Children develop good relationships with adults and peers and are learning to share. They are successfully developing their independence. Children learn what is expected of them and generally behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They listen attentively at story time, respond to questions and express their ideas. Children regularly share a variety of fiction and factual books. They recognise their names from cards and begin to link sounds to letters. Children learn that writing is used for different purposes. Younger children make marks and older children write recognisable letters of their name, with some all of their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their counting and number recognition skills to ten but they do not count spontaneously during activities. Children create patterns, recognise shapes and discover the properties of shape with a variety of construction materials. They use words to describe size, shape and position and measure their heights with rulers. They investigate capacity as they work with sand and water. However, children do not sufficiently compare numbers and solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate an interesting range of objects and materials using all their senses. They learn about growth, the changing seasons and how ingredients change during cooking. Children build and construct to their own design. They use simple equipment and technology to support their learning. Children begin to differentiate between the past and the present. They find out about features in the place they live and the wider world. They develop an awareness of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with pleasure and confidence. They enact fireworks during movement sessions and dance to music with the 'animal boogie'. They show respect for other's personal space during activities and when moving around the premises. Children successfully use a variety of tools and small equipment but older and more able children are not sufficiently challenged to further develop their physical skills and whole body movements.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their creativity using a variety of interesting materials and textures. They work in two and three dimensions and on a large and small scale. They experiment with mixing colours. Children take part in sustained role play based on first hand experiences. They mop and sweep the home corner, go shopping and visit the hairdresser. Children sing a repertoire of songs and action rhymes and use musical instruments but do not fully explore sounds and different styles of 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

- develop the use of spontaneous counting during practical activities and opportunities for children to compare numbers and to solve simple number problems
- increase the range of opportunities for older and more able children to further develop their physical skills.

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.