



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 405536

DfES Number: 536131

### INSPECTION DETAILS

Inspection Date 02/02/2005  
Inspector Name Gerry Simonds

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Footprints PreSchool Playgroup  
Setting Address The Mustard Tree, Watsons Road  
Longwell Green  
Bristol  
Avon  
BS30 9DW

### REGISTERED PROVIDER DETAILS

Name The Committee of Footprints Pre-School Playgroup 1091298

### ORGANISATION DETAILS

Name Footprints Pre-School Playgroup  
Address The Mustard Tree, Watsons Road  
Longwell Green  
Bristol  
Avon  
BS30 9DW

## 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

Footprints Pre-school is situated in the Mustard Tree Community Church in Longwell Green, South Gloucestershire. The group are registered for 20 children aged between three and five years of age. There are, at present, twelve funded three-year-olds and two funded four-year-olds. The group supports children with special needs. Opening hours are Monday and Wednesday 09.15 to 13.10 and Friday 09.15 to 11.45 during term time. The group have the use of a large hall, small room, reception room and toilets. There is a kitchen and coffee bar area which is used by adults only.

Outside play takes place in a totally enclosed paved courtyard. The group is supported by the local early years development partnership and has good liaison with the local primary school.

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

### How effective is the nursery education?

Footprints Pre-School Playgroup has generally good provision for early years education. Children's progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding, physical development and creative development is generally good. There are significant weaknesses in their progress in mathematical development.

Teaching is generally good although there are some weak elements. These are seen mainly in the more detailed aspects of planning. Also the organisation of the day is unbalanced; children are left to choose from the same activities for too long and there is not enough direct teacher input. The staff observe and record children's progress but this is not sufficiently linked to future plans. However, staff relate very well to the children and they speak clearly to them. They provide a range of appropriate activities and a safe and secure environment. Children are happy and autonomous and express themselves well. Staff have worked hard at behaviour management and children are well behaved. The challenge for older and more able children is not appropriate at present, and plans do not show how work is adapted for them or exactly what learning is intended from the majority of activities.

There are significant weaknesses in leadership and management. This is a time of change as the leadership of the group has altered recently. The group have good support from the chair and the committee and have recently had advice from the area advisory teacher. There are no formal appraisals undertaken at present and no targets set for individuals. However, there is a very good team spirit and staff work well together. They are all committed to doing the best for the children in their care. Staff are willing to attend training and are open to suggestions for improvement.

There is a very good partnership with parents. Staff work hard to keep parents well informed and involved. Parents are happy with the provision.

### What is being done well?

- The autonomy of the children, who are unafraid to express their opinions and ideas.
- The good teamwork of the staff who work well together and support one another well. This makes for a happy environment where children feel secure and are settled.
- The independence shown by children as they choose when to go to the cafeteria for a snack and help themselves very well.
- The frequent visitors to the group who help children to understand the world around them.
- The very good parental partnership, where parents have their own room

where they can read about the curriculum, and where they are able to look at the displays of photographs showing children at their activities.

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

- the frequency with which activities are changed so children do not become bored with what is set out for them
- the emphasis on mathematical development to give it a higher priority, so children have more opportunity to count, to calculate and make mathematical patterns
- the opportunities for children to write their names, form letters and browse in the book area, use the climbing equipment and natural materials
- the planning to show a better balance of teacher directed and child initiated activities, also to show how work is made different for the more able, or older children, who need more challenge. The details, so it is clear to all staff what children are to learn from the activities
- procedures for monitoring staff performance.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy. They come in and settle quickly to their activities. They are autonomous when selecting from the activities provided. Relationships are good all round and children are learning to share and think of others. They are developing good behaviour and a sense of right and wrong. Staff put out activities and materials and this limits how many decisions children can make. There are good opportunities for children to learn about their own and several other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use speech well and their language is extended by staff. They are able to listen well at register time or to a story. They recognise their names and read several words on the weather chart. They talk of the sounds that letters make and use their own writing in the role play area. However, children do not have enough opportunity to write their own names or learn how to form letters. There is a good book area but children are not encouraged to browse there very often.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children do have some opportunities to count and to sing number rhymes. Sometimes they have opportunity to understand calculations, but not often enough. Number activities are put out for children but are not supported by staff so children are not interested in them. For example, compare bears and threading buttons were put out but children did not know what they were supposed to do with them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy asking questions, for example, about what they see in the garden. They grow plants in the summertime. They show good mouse skills when using the computer, but the programmes are too simple for some children. They have a good time line on the wall which shows the activities for the day and in this way are developing a sense of time. Many visitors are brought into the group and this helps them to understand the world around them.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to move confidently and safely on their wheeled toys and show awareness of space particularly in their outside area. They use an indoor climbing frame, but not frequently enough. They are encouraged to think about being healthy as they talk of using tissues or sitting quietly after lunch to allow their food to go down. They show skill as they use a variety of tools and constructional toys.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children do have some opportunity to explore colour but not quite enough. They sing songs with enthusiasm, and enjoy stories. They have opportunity to explore form in three dimensions as they enjoy making models from recycled material. They respond well to their creative work and have opportunity to move in imaginative ways. However, some creative work is too directed.

**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**

- improve the organisation of the activities to ensure children have a sufficiently varied choice during the session
- give mathematical development a higher priority. Give children more opportunity to count, to calculate and to make mathematical pattern
- plan the programme to show the learning objectives, so that staff are able to focus on the purpose of the activity. Note where more challenge for the older and more able children is intended
- introduce a more formal approach to monitoring staff performance.

*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.*