



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224041

DfES Number: 514217

### INSPECTION DETAILS

|                 |                     |
|-----------------|---------------------|
| Inspection Date | 03/02/2004          |
| Inspector Name  | Mary Anne Henderson |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Full Day Care   |
| Setting Name    | Bicton Heath Pre-School   |
| Setting Address | Pensfold<br>Bicton Heath<br>Shrewsbury<br>Shropshire<br>SY3 5HF |

### REGISTERED PROVIDER DETAILS

|      |  |
|------|--|
| Name | The partnership of Mrs Lorraine Evans & Miss Anita Evans |
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### ORGANISATION DETAILS

|         |  |
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| Name    | Mrs Lorraine Evans & Miss Anita Evans                |
| Address | 2 Balliol Way<br>Shrewsbury<br>Shropshire<br>SY3 6AP |

## 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

Bicton Heath Pre-School is situated in the community village hall in Gains Park in Shrewsbury. The pre-school is managed by two partners who work as part of the staff team. The group have access to the large hall and a smaller quiet room where children have registration and stories. The pre-school serves the local and surrounding areas. There is currently no outdoor play areas.

There are currently 51 children from 2 to 5 years on roll. This includes 17 funded 3-year-olds and 25 funded 4-year-olds. The setting supports children with special needs. The group offers sessions including a lunch club for children from 09:00 till 15:15 on Tuesdays and Wednesdays, and from 09:00 till 12:45 on Mondays, Thursdays and Fridays during term time only.

There are currently five members of staff all of whom have daycare qualifications and attend training workshops. The group receive support from a mentor from the 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?**

The teaching and learning is generally good. Children are progressing well, particularly in the areas of mathematics, physical development, knowledge and understanding of the world and creative development. Staff have a good understanding of the Foundation Stage of learning and the early learning goals. They use open-ended questioning and encourage the children to be independent learners. The staff provide a broad range of interesting and challenging activities and resources and ensure planning covers all the six areas of learning. They ensure resources are accessible to the children and that they are well labelled. Staff do not always take up the opportunity to encourage children's social interaction and extend their language and communication skills during snack times.

Leadership and management of the setting is very good. Staff work very well together and with parents and other professionals to meet the needs of the children attending and ensure inclusion. Management and staff meet regularly to discuss planning and other issues. Opportunities for further training are taken and there is liaison with the Early Years Partnership.

Partnership with parents is very good. Staff work closely with parents to ensure inclusion. Staff talk to parents as they arrive and leave with their children, ensuring they pass on any important information about the child's morning in the nursery. The staff also ask how the child is on arrival, and if there is anything that may need to be known about the child before they start their session. Good verbal and written information about children's progress is made available to parents, including policies and children's records. Parents meet with key workers to discuss their child's development.

### **What is being done well?**

- Children are progressing very well in their physical development as they access a broad range of resources to promote small and large physical movements.
- Children's knowledge and understanding of the world is very good. They find out about the world around them and explore a broad range of resources including resources positively reflecting diversity. They explore their environment and have the opportunity to discover how things grow and work. They learn about their own and the cultures of others through planned activities.
- Children's progression in mathematics is very good. They use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements.
- Children's creative development is very good. They access a broad range of resources to stimulate imagination and support their skills in expression and

communication of ideas to peers and adults.

- Staff provide a range of planned and spontaneous opportunities to meet the needs of all children, including those with special needs. Resources are accessible, clearly labelled and children are encouraged to make choices and be independent learners. Staff have a sound understanding of the curriculum and work well as a team.

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

- children's social interaction at snack time
- opportunities for children to talk freely and communicate with peers during snack time.

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

The key issues have been satisfactorily addressed by the group. There is evidence in planning that staff deployment is now clearly stated. The children now get together for large group time where they can concentrate, for example during story time and singing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

The children are motivated and interested in their activities and they persevere and concentrate well for extended periods. Children's behaviour is good with staff having high expectations of them, praising their efforts and achievements throughout the day. Children are encouraged to be independent learners and have many opportunities to develop self care. Children's opportunities to be socially interactive with peers during snack time could be improved.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children listen and interact well at story time, and are able to recall story endings. Children are familiar with nursery rhymes and know the actions. They have free access to books throughout the day. Children's reading and writing skills are good and this is evidenced in their workbooks. Children's skills in language and communication could be further encouraged and extended during snack time.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, who are able to count beyond, up to and backwards from 10. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and during baking activities. The staff use spontaneous opportunities to encourage children to add and subtract.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences in their own homes and those of others around the world. There are many visitors to the nursery to extend and consolidate children's learning. Children explore the concept of past and present events and they talk about their families and pets. They look at various festivals and cultures and have access to positive images of diversity.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for both the indoor areas. Staff talk about healthy lifestyles, including self care and food. Staff provide equipment to extend children's physical development including the use of a large climb frame.

| CREATIVE DEVELOPMENT  |           |
|---|-----------|
| Judgement:  | Very Good |
| Children have daily access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning. Children explore music and movement. They sing songs, recite rhymes and play imaginatively in the home corner with peers and adults where they express themselves freely. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>   |           |

### **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**

- Encourage children to be socially interactive during snack times.
- Encourage children to extend their language and communication skills during snack times.

*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.*