



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309240

DfES Number:

INSPECTION DETAILS

Inspection Date 15/03/2005
Inspector Name Margaret Baines

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Bolton-le-Sands Pre-School
Setting Address Off Packet Lane
Bolton-le-Sands
Carnforth
Lancashire
LA5 8DW

REGISTERED PROVIDER DETAILS

Name The Committee of Bolton-le-Sands Pre-School 1048428

ORGANISATION DETAILS

Name Bolton-le-Sands Pre-School
Address Off Packet Lane
Bolton-le-Sands
Carnforth
Lancashire
LA5 8DW

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

Bolton-le-Sands Pre-School operates from a single storey building close to the community centre in Bolton-Le-Sands and is registered to provide sessional day care for a maximum of 25 children aged between two and five years and for out of school care for 24 children aged four to seven years. There are presently 43 children on role for the pre school which includes 31 children who are in receipt of funding for early years education. There are currently no children attending the preschool who have a special educational need. There are 48 children on role for the out of school club. Children with a special educational need are supported appropriately. The catchment area includes Carnforth, Bolton-le-Sands, Morecambe, Lancaster and Warton. Children have access to one main room. Toilet facilities are available, accessed down a short corridor. There is an enclosed outside area laid to concrete. Children are also taken regularly onto the adjoining playing field and playground. The pre-school offers separate sessions for younger and older children and operates morning and afternoon five days per week. While it is open during term time only, three days per week are offered during the summer holidays according to demand. There are two full time members of staff who hold a level 111 qualification and a further five who attend on a part time basis; 3 hold various levels of childcare qualification and 2 are working towards a child care qualification. The setting receives support from the local authority. The out of school care operates on the same premises and with the same staff. It offers morning and after school sessions plus holiday care during the school holidays for children who attend Bolton le Sands Primary school.

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

How effective is the nursery education?

Bolton le Sands Pre School offers good quality education overall which enables children to make very good progress towards the early learning goals in personal social and emotional development, mathematics and creative development and generally good progress in communication language and literacy, knowledge and understanding of the world and physical development. Children's spiritual, moral, social and cultural development is fostered appropriately.

The quality of teaching is generally good. An effective key worker system promotes good relationships with the children. The structured routine, balanced range of worthwhile activities and the staff's interaction with the children's demonstrate that they have a generally good knowledge of the foundation stage and how children learn. However planning has limited activities which promote learning about other cultures and learning through ICT.

Planning links directly to the stepping stones and provides differentiation for those more able and less able children. Staff in the main are confident to deliver the early learning goals. Staff observe and record the children's progress frequently. They have high expectations of children's behaviour, which encourages children to respond positively. Staff are good role models encouraging children to be kind to each other. Children with special educational needs are supported appropriately.

Leadership and management is generally good and has a positive impact on children's progress. However ICT is limited and group sizes at times prohibit children's learning. There is a clear management structure in place; staff are made aware of their roles and responsibilities. Training is welcomed and staff attend to further their professional development through training opportunities.

The partnership with parents is generally good. Parents are provided with information about the setting and the ongoing activities. However parents do not contribute to the assessment of children's learning.

What is being done well?

- The setting provides a rich learning environment with children's work attractively displayed creating a welcoming environment for children and parents.
- Children's spiritual, moral, social and cultural development is fostered well. They have good opportunities to learn about their own culture through well-planned activities.
- Staff are very good role models, showing respect for the children and frequently giving them praise and encouragement to promote their self-esteem, good behaviour and respect for others. Children behave very

well and are helpful to each other; one child assisted her friend whilst another found her friend a doll.

- Children's learning in mathematics is particularly good, children can count to ten and beyond, they recognise shapes and use their mathematical thinking in daily activities for example they calculate the number of cups needed at snack time the number of dolls in the bath tub and the number of cakes they will make to fill the plate.
- Creative development provides very good opportunities for children to draw and paint using a variety of resources.

What needs to be improved?

- opportunities for children to use ICT to promote their learning
- activities, which promote children's learning about other cultures
- the organisation of grouping of children for certain activities
- the outdoor play area.

What has improved since the last inspection?

The pre school has made generally good progress since the last inspection.

The setting was asked to:

Enhance the learning environment to enable children to regularly use resources to support their learning in particular resources to support communication language and literacy and mathematics. As requested letters and numbers are now readily available and children have continuous access to writing materials.

Planning was identified for improvement by focusing on specific and manageable learning outcomes for children with learning intentions identified particularly for personal social and emotional development, language and literacy and mathematics. Help has been sought from the Local Authority resulting in detailed planning, which clearly relates to the six areas of learning. Assessment is now used to inform future planning as an identified area for improvement

The setting was asked to further develop children's knowledge and understanding of other cultures and to promote their use of information technology to support children's learning. Some progress has been made, more resources are available including ICT resources, however planning has limited activities identified to fully promote these areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and motivated to learn from a range of both planned and free choice activities. Children are proud of their achievements and eager to share them with others. They are sensitive to the needs of others. They cooperate well and are developing strong relationships with staff and each other building their confidence and self esteem. They are developing good independence as they choose activities, which enhance their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good opportunities such as circle time and small group activities to develop their speaking and listening skills. They use language well to explain, recall events and connect ideas. They are learning that print carries meaning and enjoy books and listening to stories but groups sizes at times inhibits learning. They are beginning to recognise letters and link sounds however there are too few examples of their names in the environment to promote letter recognition sufficiently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count to 10 and some beyond. They are learning to count items in their play and recognise numbers in some activities. They are learning about shape and size as they sort and construct. Children identify circles, squares and triangles as they engage in planned activities. They are developing their mathematical thinking as staff routinely question and encourage ideas and suggestions. Children use positional language as they control the small cars and trains.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about living things through topics. They observe similarities and differences as they make bubbles to bath the dolls. They build and construct with a purpose using a variety of materials. They are developing good concepts of time as they engage in daily routines. They have access to ICT however this is limited and not purposeful. Children's learning about other cultures is limited with few examples in the environment to enhance their understanding of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to move confidently and safely around the setting. They hop, skip and climb with confidence. They are developing an awareness of their own bodies what makes them hot and cold. They use a range of small tools and equipment confidently as they draw, paint, cut and paste. They are learning to use cutters and knives as they make models with play dough. However children have few opportunities to ride and control bikes and trikes; at present the outdoor area lacks challenge.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are learning about textures and colours for example as they make bubble pictures. They enjoy singing songs and rhymes from memory and are building a good repertoire. They have good opportunities to learn about musical instruments recognising soft and loud sounds. They are developing their imagination in the well-equipped role-play area. Children respond well to what they see hear and touch for example in the food tasting sessions.

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 planning to include opportunities for children to access ICT to promote their learning in relation to technology and provide additional opportunities for children to learn about other cultures
- ensure that children see their names in print within the environment to promote their letter recognition
- review the size of groups for certain activities to enhance children's learning opportunities
- develop the outdoor play area to further develop children's learning particularly in physical development.

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.