



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133685

DfES Number: 515669

### INSPECTION DETAILS

Inspection Date 22/04/2004  
Inspector Name Anne Jeanette Faithfull

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Badgemore Pre-School  
Setting Address Hop Gardens  
Henley-on-Thames  
Oxfordshire  
RG9 2HL

### REGISTERED PROVIDER DETAILS

Name The Committee of Badgemore Pre-School SO/H/60/9/92/DC  
295826

### ORGANISATION DETAILS

Name Badgemore Pre-School  
Address Hop Gardens  
Henley-on-Thames  
Oxfordshire  
RG9 2HL

## 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

Badgemore Pre-School opened in 1983. It operates from a portakabin situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area.

There are currently 21 children from 3 to under 5 years on roll. This includes 11 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The pre-school currently supports a number of children with special needs and who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 9.05 to 12.00. Four years old can attend until 13.00 some days of the week.

Four staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership(EYDCP).

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

### How effective is the nursery education?

The provision for nursery education at Badgemore Pre-School is acceptable and offers good quality nursery education where children make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development and communication, language and literacy. Children are confident, motivated, interested and eager to participate in all experiences and activities offered to them.

Teaching is generally good. Staff make effective use of the indoor and outdoor areas to provide a range of activities and resources, to encourage the children to develop and learn. However, older and more able children have limited opportunities to develop their own independence and creative skills in some of the planned activities provided. Staff make effective use of open-ended questions to encourage the children's communication and thinking skills. There are systems in place to support children with special needs and who have English as an additional language.

A new recording and assessment system, however staff need to develop the system further to help to identify where each child is and how to move them onto the next stage. The plans in place need to identify how activities and experiences offered are adapted to meet the needs of the younger and more older and able children.

Leadership and management is generally good. The staff work well as a team and have the opportunity to participate in an appraisal system to highlight any training needs. Staff work well as a team, they all participate in planning the curriculum for the pre-school and value the support of the committee.

Partnership with parents is very good. Parents receive information in a variety of ways including a parents noticeboard. A keyworker system is in place and gives parents the opportunity verbally to share their observations, concerns and discuss their child's progress.

### What is being done well?

- Children's personal social and emotional development is very good. Children are confident, interested and eager to participate in all activities offered to them. Good relationships have been formed, the children are well behaved and interact well with each other and staff.
- Children's progress in communication and language is very good. Staff make effective use of open-ended questioning to encourage children's communication skills and thinking. Children communicate and express themselves well.
- Staff have developed a good partnership with the parents. Information, observations and concerns are shared and parents have the opportunity to

discuss their child's progress. The parents noticeboard informs parents of any events taking place.

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

- Development of the new recording, planning and assessment system, to help identify children's individual progress and to move them onto the next stage.
- Planned activities, to ensure they are suitable and take into account the different needs of the younger and more able children.
- Opportunities for more able children to develop their own independence and creative skills when participating in planned activities.

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

Progress since the last inspection has been generally good.

Children now have the opportunity to explore items on an interest table, other activities are provided to encourage the children to explore and investigate.

Staff are now very effective in their use of open-ended questioning to encourage the children to communicate during planned sessions. Children are given the opportunity to problem solve during in focused activities and everyday routines.

A new planning, recording and assessment system is in place, however staff need to develop the system further to identify activities which encourage development for all the children and to identify where children are and to move them onto the next stage.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and motivated. They show an interest and are eager to participate in all activities and experiences offered. Children are well behaved and have a clear understanding of right and wrong. They are aware of their own feelings and show consideration and respect towards others. Children interact well, and have formed good relationships with each other and staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate, listen and express themselves well to each other, visitors and staff. Children's contributions in register, show and tell time are encouraged and valued. Opportunities are provided in everyday routines for the children to begin to recognise and write their own names, including writing their names outside using chalks. Staff effectively make good use of open ended questioning to extend children's thinking and communication skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to count in everyday routines and activities. Good use is made of the outdoor area to extend children's understanding of shape, size and number. Children are given opportunities to use mathematical ideas and problem solve, for example the children created their own hop-scotch game, which included counting, numbering the squares and looking at how many squares they needed. There are limited opportunities for the children to experience quantity using everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged in register time to talk about past and present events in their own lives, the different seasons and weather. Children use the computer confidently and have access to a wide range of programmes. Children have the opportunity both indoors via the nature table and outdoor area to experience how seeds and plants grow. There are missed opportunities for the older and more able children to develop their design and making skills independently.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children show an awareness of space and others, they move with confidence around the rooms and outside areas. Opportunities are provided both indoors and outdoors to develop children's climbing and balancing skills. Staff make effective use of the outside areas to provide a wide range of resources including bikes and swings. Children are confident and independent in their personal care. Children have limited opportunities to use some tools when taking part in planned creative activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate enthusiastically in imaginative play both individually or with other children, they can self-select dressing up clothes and items. Children enjoy participating in singing familiar songs and rhymes they also have the opportunity to play musical instruments. Staff provide activities for the children to experience different textures and materials, however there are missed opportunities to allow the children to experience the different textures individually and independently.

**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**

- continue to develop the new planning, recording and assessment system in place to help identify each child's progress and to move them on to the next stage.
- ensure planned activities are suitable and take into account the different needs of the younger and more able children.
- provide opportunities for more able children to develop their own independence and creative skills when participating in planned activities.

*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.*