



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 101632

DfES Number: 517275

INSPECTION DETAILS

Inspection Date	03/02/2003
Inspector Name	Miriam Sheila Brown

SETTING DETAILS

Setting Name	Broadlands Pre-School Centre
Setting Address	Burrows Field Cheltenham Gloucestershire GL53 0EX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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
Broadlands Pre-School Centre is situated in the residential area of Leckhampton, which is to the south of Cheltenham town centre. The pre-school has been operating for twenty five years. It is managed by a volunteer parent committee. The premises are purpose built and has an enclosed garden adjacent to playing fields and a park. Broadlands is open Monday to Friday, during school terms and offer play based learning for children from two years-nine months to five years. Ten sessions are offered which are either from 9.00 a.m. to 11.45 a.m. or 12.30 p.m. to 2.30 p.m. Four morning sessions are for three to four year old children only and one session is for children aged from 18 months, when accompanied by their parents. The group is registered for 26 places and currently receive funding for 24 three year olds and 15 four year olds. There are no children with special educational needs or with English as an additional language currently attending the group. A team of seven staff are employed, some of whom work part-time. A voluntary helper and rota parents also support the staff during the sessions. The staff have all completed childcare training and hold a variety of childcare qualifications. The centre receive support visits 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?

Children are making generally good progress towards the early learning goals and very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. The teaching of children is generally good with many strengths. Staff have a good knowledge of the early learning goals. They offer exciting and varied activities which support the children's learning, in well-planned and resourced play areas. Planning does not extend for more able children in word recognition for more able children, the use of books for reference and more opportunities to practise number comparisons, specifically early subtraction skills. Children's behaviour is excellent. The management and leadership of the nursery is generally good and there is a well-qualified and dedicated staff team with a commitment to continuing improvement. The partnership with the parents is very good and supports children's learning well.

What is being done well?

Good staff knowledge of the early learning goals means that the programmes for personal, social and emotional development, knowledge and understanding of the world and physical and creative development are very strong. Children's behaviour is excellent. Activities are well planned, exciting and maintain the children's interest. The staff team are motivated and committed to continued improvement.

What needs to be improved?

planning to include extensions of word recognition for more able children and children's use of books for reference purposes. extend mathematical development to include more opportunities for children to practice early subtraction skills.

What has improved since the last inspection?

The group have made generally good progress since the last inspection and has met one of the key issues and have processes in place to meet the other. Planning now covers all six areas of learning and staff meetings are minuted. Children's progress is in the process of being formally monitored following staff training but this needs to be reflected in the assessment and planning cycle so children are supported in all areas. Word and sound recognition is now included in the language programme together with activities to develop children's awareness of patterns in rhymes and syllables.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. They are learning to share and take turns and show concern for others, clearly demonstrated at snack times and during role play. Adults set clear expectations for children's behaviour which is very good. They participate well in circle and storytimes and have a strong awareness of the community around them following visits to the local vets and allotments.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in communication, language and literacy and there are many strengths in this area. Most children are able to recognise their first names and all understand that print has meaning. Children enjoy books and use them confidently, however books are not used for reference in conjunction with activities, by the children. Children are starting to form letters correctly and many are able to write their names.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in mathematics. Staff provide many opportunities for the children to use addition and mathematical language but opportunities to practice number comparisons and early subtraction skills are limited. Children's shape recognition is developing well and they are able to copy simple patterns and sequences. Children are starting to estimate and some are able to check their estimates.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children are making very good progress in knowledge and understanding of the world. They make good use of craft and construction activities and have many opportunities to use a variety of materials. Technology is explored through cooking activities, talking about the changes that take place, and role play areas, using a typewriter. Children talk confidently about events and have an awareness of past and present. Well planned topics introduce the children to different cultures and beliefs.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in physical development. They move confidently in music and movement and on large equipment. They have a good awareness of themselves in relation to the space they are in demonstrated during the dragon dancing. Children are able to use a variety of tools and materials at each session. They recognise the need for self care, hand washing, clothing, diet, and are	

growing in independence in this area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. They are able to use their imaginations in a variety of exciting role play areas and have opportunities for free and adult led construction. They are given a varied introduction to music through pre recorded tapes, helping the children to respond to sounds, through parents bringing instruments to the group and their own playing of instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately:
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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
make clear links between individual assessments and the next plans to ensure all children are well supported to make progress in their learning. develop planning in mathematical and literacy skills to include: more opportunities for number comparisons, specifically early subtraction; the use of books for reference and by helping more able children to develop their reading skills.