



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY284606

DfES Number: 523849

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Deborah Jane Starr

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Blagdon Under Fives Pre-School
Setting Address Blagdon School
Bath Road, Blagdon
Bristol
Avon
BS40 7RW

REGISTERED PROVIDER DETAILS

Name Blagdon Under Fives Pre-School 299312

ORGANISATION DETAILS

Name Blagdon Under Fives Pre-School
Address Blagdon School, Bath Road
Blagdon
Bristol
Avon
BS40 7RW

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

Blagdon Pre-School was first registered in 1968 to offer sessional care, this has now been extended to full day care. The group is located in the village of Blagdon in North Somerset. The pre-school moved to their current premises; a single storey purpose built Elliott building in December 2003. The pre-school is sited within the grounds of Blagdon Primary School and children attend from the local geographical area.

The pre-school offers care Monday to Friday 09:00 - 11.45 with an optional lunch time session from 11.45 - 13:00 term time only.

There are five members of staff who work directly with the children. All staff work on a part time basis. Currently two members of staff hold a level 3 qualification, all other staff are unqualified; staff have a wide range of experience. The pre-school has close links with Blagdon Primary School.

The pre-school offers care to children who are in receipt of funding.

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.

The teaching of children is generally good. Staff use good questioning techniques to encourage children to develop their thoughts and ideas. They organise resources well to ensure accessibility for children and through the clear labelling of familiar objects and displays enable children to understand that print has meaning. Staff give clear guidance, create good opportunities for children to learn what is expected of them within the group and provide good role models. Staff however do not regularly record their observations of children and are not using the stepping stones of the Foundation Stage Curriculum effectively to evaluate children's progress. Planning does not reflect the next stage in learning for children.

The leadership and management of the group has significant weaknesses. The committee plays an active role in overseeing the provision as a whole and by supporting staff to develop skills through the funding of training. A system of appraisal to assist with the identification of staff's training needs so as to ensure that staff have a sound understanding of the early learning goals is not in place. There is no regular and systematic monitoring to ensure that all aspects of the areas of learning receive sufficient attention. The group has made limited progress in implementing the key issues identified at the last inspection.

The partnership with parents has significant weaknesses. Parents receive good quality information about the group, its policies and initial information about the Foundation Stage. However they are given limited on-going information about the implementation of the Foundation Stage. There are no systematic procedures for giving parents feedback on how their child is progressing towards the early learning goals and parents are not actively involved in planning the next stage in learning for their child.

What is being done well?

- Children are making very good progress in their personal, social and emotional development. They are confident, relate well to others and are able to share and take turns. They confidently express their thoughts and ideas.
- Staff use good questioning techniques to encourage children's thoughts and ideas.
- Staff create an accessible environment for children which is clearly labelled and encourages children to understand that print has meaning.

What needs to be improved?

- records of assessment which evaluate children's progress, using the stepping stones
- planning which reflects the evaluation of children progress and the next stage in learning for children
- system of monitoring to ensure that staff have access to appropriate training to enable them to evaluate effectively their nursery provision
- opportunities for parents to be informed about their children's progress and to become actively involved with planning the next stage in learning for their child.

What has improved since the last inspection?

Limited progress has been made towards the key issues identified at the last inspection. A system of assessment covering all six areas of learning is now in place, however the system of assessment is not used effectively to record, assess and evaluate children's progress. There is no systematic monitoring of the education programme and some aspects receive insufficient attention. There is no system in place which assists with the identification of staff's training needs so as to ensure that staff have a sound knowledge and understanding of the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settled within the group. They express themselves and listen well to adults and each other. They play well together in small and large groups, share and take turns and actively involve others in their play. They are interested in the activities and are developing good concentration skills. Children behave well, they know the routines of the day and what is expected of them. They are learning independence in their self care, washing hands and dressing themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to and participating in stories and songs. They are confident in expressing their thoughts and ideas and recalling past events such as holidays. Children are learning to link sounds and letters through a variety of ways. The clear labelling of objects around the room helps children understand that print has meaning; they enjoy looking at books. Opportunities which extend children's language and allow them to practice mark making for a variety of purposes are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to number 8 and are able to relate this to everyday objects. They are developing an understanding of comparison through number rhymes and are able to identify the difference in groups where there are more and less, opportunities to extend this using everyday activities are limited. Children are using appropriate mathematical language to describe the position of objects and are learning skills to develop their problem solving abilities through practical activities

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about growth and how change occurs through planned activities such as cookery and growing seeds. Children enjoy designing and build construction using pre-designed materials, opportunities for children to build and construct using their own ideas are limited. Children are developing a sense of time they recall past events in their lives and are able to sequence events in daily routines. Children are gaining an awareness of their local community through regular trips.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children are aware of the space around them, they move confidently and safely around their play environment. They participate in activities which help them gain increasing control and co-ordination and are developing the skills to use tools safely and effectively for example cutting with scissors and manipulating the mouse on the computer. Opportunities for children to develop their understanding of bodily awareness and challenge more able children by using larger equipment are limited.

CREATIVE DEVELOPMENT

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

Children enjoy using a variety of materials and are confident to explore textures, patterns and colour. They enjoy singing familiar and new songs and confidently make up their own when involved with other activities. Children confidently respond to the world around them, using their senses of touch, sight, hearing and smell and their imaginations to express their thoughts and ideas. Children enjoy making music, there are however infrequent opportunities for them to access musical instruments.

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

- Observe children closely to assess their progress in relation to the stepping stones and record their attainment regularly. Link this to regular evaluations of children's learning and future planning.
- Implement a system of regular monitoring so that the group can effectively assess its strengths and weaknesses and evaluate the provision of nursery education;
- Create opportunities for parents to be informed about their children's progress and to become actively involved with planning the next stage in learning for their child.

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.