



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY234947

DfES Number: 546073

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Christine Pettitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bizzie Bees 3
Setting Address Cavendish Road
Markyate
St. Albans
Hertfordshire
AL3 8PT

REGISTERED PROVIDER DETAILS

Name Mrs Julie Ann Lawrence

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

Bizzie Bees 3 Pre-school opened in October 2001 . It is situated in the village hall in Markyate. The pre-school mainly serves the local area but some children attend from other villages.

There are currently 35 children on the register aged from 2 years 3 months to 4 years. This includes 15 funded three year olds. There are currently no funded 4 year olds. Children attend for a variety of sessions. There is currently one child with Special Needs attending the group, but none currently for whom English is an additional language.

The group is open 5 mornings a week during school term times. Sessions are from 9:15 until 11:45am.

One part time and four full time staff work with the children. Two staff have an early years qualification at NVQ level 3. One member of staff is working towards an NVQ Level 3 qualification. The setting receives support from the EYDCP, PLSA and Special Needs Professionals.

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 Bizzie Bees 3 is of good quality overall. It enables children to make generally good progress in all six areas of learning.

The quality of teaching is generally good. The staff are developing knowledge of the Foundation Stage. The curriculum planning contains the six early learning goals, stepping stones and most of the learning aspects. However the learning outcomes for each activity are not clear.

The key worker system is in place. Observations of the children are made but the assessment records are not regularly completed. This hinders staff being able to use them to identify concerns, provide challenge and move each child to their next stage in learning. Systems are in place to support children with special needs and those with English as an additional language.

Staff organise the routine with a focus on free play and adult initiated activities. Children are interested and motivated. A broad range of resources are available for free play, some to promote independent learning. More focus by staff on interaction in children's play, to give explanations and offer challenging questions would improve practice. Staff are positive role models. They have established effective relationships with the children and manage them very well.

The leadership and management of the group is generally good. The new leader is supported well by the owner and is developing her knowledge and practice. The staff work well as a team and know their areas of responsibilities. Regular staff and planning meetings support this. Areas for improvement, including training have been identified by the management and are ongoing.

The partnership with parents is generally good. Informal channels for parents to discuss progress and concerns are in place. Successful relationships with parents are evident. A more proactive approach is required with information for parents regarding the Foundation Stage and sharing the child's ongoing progress.

What is being done well?

- Personal, social and emotional development is a strength of the setting. Most children are confident and secure in the environment and know the routine well. Staff are effective role models and show they value children by listening to them and by responding appropriately. Staff remind children of behaviour expectations before the activities. e.g. safe play in the sand tray. Children respond and follow staff instructions. Praise and encouragement is an evident priority which promotes positive behaviour and supports learning.
- Children have emerging confidence in being able to speak in groups. They are encouraged to do this in register time, bringing objects from home to

show to the group. They participate happily and enthusiastically in stories, music and discussions relating to the current topic. e.g children responding and joining in enthusiastically, in the "Bear Hunt" story. Two children are chosen each morning to count how many children were present.

- The organisation of the routine enables a considerable time for free play, but also time for children to concentrate in group activities, such as music session and parachute game. Some activities are thoughtfully planned to promote children's independent learning. e.g. the craft materials trolley for children to access, adjacent to the craft table.

What needs to be improved?

- the knowledge of staff to provide and deliver a differentiated curriculum
- procedures for assessment recording
- information for parents relating to the Foundation Stage and their child's progress.

What has improved since the last inspection?

This is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are happy, secure and confident in the environment. They know the routine well. Children are aware of behaviour expectations and respond co-operatively to adult requests and intervention. Children are sociable and are beginning to establish relationships with each other. Most children are happy to share and take turns. Whilst some children are able to deal with their personal hygiene, opportunities for children to progress in their independence skills are missed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Some children have emerging confidence to speak in a large group about their experiences. They expand their vocabulary by listening intently and joining in enthusiastically with stories. Children are able to recognise their names on a daily basis, but labelling in the environment is minimal. Children listen to instructions and respond appropriately. There is insufficient focus to challenge more able children on language for thinking, writing for a purpose and linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count by rote from 1-6 and some further. Some children can arrange shapes in size and match these using templates. Children attempt puzzles independently and some are proficient at this. Children enjoy practical activities using concepts of over/under and positional language. e.g. in story and parachute activity. Opportunities for children to experience activities which promote calculation, recognition of numerals and visual concepts of number are insufficiently prioritised.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity, explore, observe and manipulate objects and can operate simple equipment independently. Children are beginning to use simple computer programmes and are in the early stages of operating the computer with assistance. Children have opportunities through topics to recall and talk about previous events, to help promote their concept of past and present. Children have an awareness of other cultures but more focus on a sense of place and community is required.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confidently progressing in hand/eye co-ordination skills through use of tools such as pens, paintbrushes, scissors, and using jigsaws, construction and malleable materials. Children are beginning to manage body movements and some are able to jump, rock, bounce, pedal and negotiate space confidently. Children have limited opportunities to use large equipment to promote balance, control and large gross motor skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore and experiment with a range of textures and different media, working at their own pace, without a prescribed outcome. Children use props in the home corner to support their role play, initiating ideas on experiences from home. Children show delight in experimenting with sound through musical instruments to create and recognise different tones. Opportunities for more able children to respond, make rhythmic sounds and be sensitive to the mood of the music are missed.

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

- improve staff knowledge to provide and deliver a differentiated curriculum in all areas and aspects of learning, to offer challenge and extend learning according to children's abilities
- review procedures for recording assessment to ensure gaps in children's knowledge and skills are identified and children performing at different levels are sufficiently challenged
- provide accessible appropriate information for parents on the Foundation Stage and formal opportunities to discuss their child's ongoing progress.

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.