



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107112

DfES Number:

INSPECTION DETAILS

Inspection Date	22/01/2003
Inspector Name	Sue Russell

SETTING DETAILS

Day Care Type	
Setting Name	Windmill Hill City Farm Pre-School
Setting Address	Philip Street Bedminster Bristol Avon BS3 4EA

REGISTERED PROVIDER DETAILS

Name	Mary Radley
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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

Windmill Hill City Farm Play centre offers a crèche and a preschool. The preschool is registered for a maximum of 24 children aged 3 to 5 and is open on Monday from 9.30 to 12.00 and 12.30 to 3.00, Wednesday and Thursday morning 9.30 to 12.00 and Friday 12.30 to 3.00. There are 26 children on the roll, 3 of whom have identified special needs, none have English as an additional language. Children attending are from the local area.

The Crèche is registered for a maximum of 21 children aged 1 to 5 and is open Tuesday and Thursday 12.45 to 2.45 and is available for parents attending courses or working on their garden plots in the farm.

The preschool is situated in the play centre where they have the use of a large playroom with children's toilets, office and kitchen area for adult use only. Outdoor play takes place in an enclosed garden with a large purpose built sandpit and a separate under 7's adventure playground. This contains wooden climbing structures and a low level bridge. The group also have access to a soft play room across the garden called the Rumpus Room.

The staff team consists of a play coordinator and three members of staff all qualified, assisted by a trainee and parent helpers. A qualified teacher is also available for advice and support

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

How effective is the nursery education?

Children generally are making good progress towards the Early Learning Goals.

Staff are skilled at encouraging and supporting children 's personal and emotional development.

Behaviour is good and excellent role models are provided by staff.

The partnership with parents is strong and parents are fully involved in the preschool.

What is being done well?

- Staff work well as a team to provide an interesting varied range of activities for the children.
- Emphasis is placed on providing practical experiences and the farm grounds and animals are used to good effect in furthering the children's curiosity and learning.
- Many opportunities which are provided for exploring the natural world.
- Strong leadership which promotes a shared ethos of good Early Years principles and a commitment to good practice.
- Staff's use of everyday situations and activities to promote children learning.
- The relationship developed by staff with the children and their parents and carers.

What needs to be improved?

- The opportunities for older and more able children to extend their knowledge of number and calculation .
- The opportunities for older and more able children to practice letter formation and begin to use writing as a means of recording and communicating.
- The creation of more opportunities for children to be able to plan, solve problems and build their own 3 dimensional projects.

What has improved since the last inspection?

The nursery has made satisfactory progress since the last inspection, more structure has been provided for role play. Children's imaginative play has been linked into topic work.

Parents and cares are offered the opportunity to contribute formally to their children's records and assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress. They work well independently and in groups. They are able to make choices for themselves of activities and equipment. Children's behaviour is very good and staff have clear expectations and a consistent approach. Relationships between the children and staff are good and children are confidently able to express their needs, feelings and ideas. Children have a good sense of belonging and awareness of the community and enjoy visits around the farm.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress. Children enjoy listening and participating in story telling. There are many opportunities provided for talking and children have gained a good command of the spoken word. They speak clearly and with confidence. Most children can recognise and sound the letters in their name, few opportunities are provided for real or pretend writing and older children are not encouraged to write simple words or captions.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are generally making good progress. Children show an interest in numbers and many can count reliably up to 17. Counting is encouraged in every day activities such as when setting out drinks beakers or lining up for outside play. Few opportunities are provided for mathematical calculations such as addition and subtraction. Children's shape and colour recognition is developing and they are able to copy simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are generally making good progress. Good use is made of the farm and children are provided with first hand experiences. They are encouraged to investigate and explore why and how things happen in nature. Through planned topic work and creative activities children have gained an insight into the way other people live and their culture. Few opportunities are provided that extend more able children use of small tools.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress. Staff provide many varied opportunities for physical play. Children confidently climb through under and over and show an awareness of self and others. Children use outside play equipment skilfully. They confidently use bikes and trikes. Children show an awareness of health and hygiene practices, independently washing hands, blowing nose and disposing of tissue. Children are learning about them selves and growing in independence in their self care.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress. Children participate fully in pretend play and imaginative games using provided dressing up accessories Children use their imagination to act out real and pretend events. Children are provided with a varied range of textures to explore through games and activities. Limited range of collage materials provided. Chalks, paint and crayons are available for free expression of ideas and feelings.

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

- Provide more opportunities for older and more able children to extend their knowledge of number and calculations
- Provide more opportunities for older and more able children to practice letter formation and begin to use writing as a means of recording and communicating.
- Develop opportunities for more able children to plan, solve problems and build their own projects.

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.