



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141828

DfES Number: 537377

INSPECTION DETAILS

Inspection Date	04/02/2005
Inspector Name	Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Jumpstart Pre-School
Setting Address	Heronsbrook Meeting Place 5 Wadesmill Lane, Walnut Tree Milton Keynes Buckinghamshire MK7 7ED

REGISTERED PROVIDER DETAILS

Name	The Committee of Jump Start Pre-School
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ORGANISATION DETAILS

Name	Jump Start Pre-School
Address	17 Kalman Gardens Old Farm Park, Old Farm Park Milton Keynes Buckinghamshire MK7 8QH

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

Jumpstart Pre-School opened in 2000. It operates from 2 rooms in the community centre situated in Walnut tree, which is south east of Milton Keynes. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday, Thursday and Friday from 09.30 to 12.00 and on Wednesdays from 12.15 to 14.30 term times only. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 2 to under 5 years on roll. Of these, 24 children receive funding for nursery education. Children come mainly from this estate and surrounding areas. The pre-school currently supports children who speak English as an additional language.

The pre-school employs six staff. The manager and two staff hold appropriate early years qualifications. There is one member of staff working towards a qualification.

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

How effective is the nursery education?

Jumpstart Pre-School provides good-quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Senior staff have good knowledge of the Foundation Stage. The conscientious, enthusiastic staff provide interesting activities to develop children's knowledge and understanding of the world and to provide situations where they can express themselves freely. They support the children well and encourage independence and good behaviour. Activities are not always extended to challenge the older children especially in the areas of calculation, writing and linking sounds to letters. Plans are clear and effective; they show that all areas of learning are incorporated daily. Relationships between staff and children are very good, especially the key workers with their group of children. Staff understand children's individual needs and provide for them sensitively. Observations are made of each child and their next steps of learning are planned. Space is used well despite the limitations on the areas for displays and the availability of the outside area. Children select independently from the good range of resources.

Leadership and management are generally good. The new supportive committee understand their responsibilities and are beginning to carry out their roles. They do not yet have a system for carrying out staff appraisals and monitoring the quality of teaching. The staff have formed a very good team who work co-operatively. The supervisor and deputy have introduced new systems such as the planning so that all have clear guidance.

Partnership with parents is generally good and contributes to the children's learning. Parents have clear written information about the group, but not the curriculum. Newsletters and daily verbal exchanges keep the parents up to date. Reports of children's achievements are written once a year and a parents evening has been planned.

What is being done well?

- Staff provide a bright, warm and welcoming environment. Staff present activities attractively and displays are colourful and informative. Staff encourage children's independence enabling them to make choices and carry out small tasks. They are calm and patient with the children and encourage positive behaviour.
- Children express themselves freely through their artwork. They have the opportunities to experiment with colours, mixing them with hands, fingers or paintbrushes, making their own pictures and marks and discovering how to make a print of their work.
- Staff plan a wide range of interesting activities to help children learn about

other cultures and traditions. Staff provide an interactive globe to help the children understand about the world. Activities are pertinent and exciting. The children have fun picking up rice with chopsticks.

- Several children arrive at the group with limited understanding of English. The staff value the children and use various strategies to ensure they are included in all activities. They carry out regular assessments to ensure that each child is making progress.

What needs to be improved?

- the monitoring and evaluation of staff performance, to ensure all staff are confident in all areas of the Foundation stage
- the challenges set for children who are more able, especially in calculation
- opportunities for children to practise phonetics and writing for other purposes
- information for the parents with regard to the curriculum.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The new staff ensure that a consistent style of lettering is used throughout the group. This was raised as a key issue at the previous inspection.

Children are beginning to recognise their own names on name cards. These are used effectively at different activities. Labelling is used well around the room, so that children are becoming familiar with the written words. The more able children write their own names on pieces of work and all use the mark-making table as they wish.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the group happily and are keen to take part in the session. Staff know the children well and are sensitive to their needs. They build the children's confidence and self-esteem well. The children relate well to the adults and each other, they are learning to interact, take turns and share. The staff encourage the children to be independent and to make choices. Children are gaining a very clear understanding of self and are gaining good knowledge of their own culture and traditions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children chat confidently with adults and peers, some need support in front of a large group. Children enjoy listening to stories and interact appropriately. The book corner is used very well by the children, who handle books carefully. Staff model print around the room and on children's name cards so that they are learning to recognise their own names. They use the mark-making table freely. However, children have limited opportunities to write for other purposes and to identify letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff provide various opportunities during everyday activities for children to develop their counting skills. Staff resource the mathematics area well including good number displays. They give individual children support at the mathematics activities so that they are learning to recognise numbers and shape, and to sort and make patterns. Staff miss opportunities to extend some activities, especially in calculation. Children build models from construction sets and 3D models from scrap materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing an increasing knowledge of the world around them through a broad range of interesting activities and topics. They celebrate their own festivals and learn about other cultures and traditions such as Chinese New Year. Children use the computer regularly and are learning to manipulate the mouse. They are discovering about the life cycles of creatures and growing plants. The water tray provokes interest with an extensive range of sea creatures.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have daily opportunities to develop their physical skills. They move confidently and safely with good co-ordination and spatial awareness. The plans show children have weekly sessions of exercise and musical movement. They have many opportunities to develop fine motor skills and hand/eye co-ordination; they use a wide variety of tools such as paintbrushes, scissors and rolling pins. They are confident in their personal care and are becoming aware of how to stay healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a wide range of materials and textures such as at the paint table, creating their own prints. The home corner is well resourced and role-play areas are varied. Children initiate their own games drawing on their experience. For example, at the hairdressers, the customer sits patiently while the stylist talks about what she will do. Children sing daily and planning shows that they regularly use musical instruments and the tape recorder.	

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

- increase the challenges set for children who are more able, especially in calculation, phonics and writing for other purposes
- introduce a monitoring and appraisal system to ensure that all staff are confident in all areas of the Foundation Stage.

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.