



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140865

DfES Number: 523133

INSPECTION DETAILS

Inspection Date	18/10/2004
Inspector Name	Elizabeth Juon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bledlow Pre-School
Setting Address	Bledlow Village Hall Bledlow Aylesbury Buckinghamshire HP27 9QF

REGISTERED PROVIDER DETAILS

Name	The Committee of Bledlow Pre-School
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ORGANISATION DETAILS

Name	Bledlow Pre-School
Address	13 Williams Way Longwick Princes Risborough Buckinghamshire HP27 9RP

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

Bledlow Pre-School has been open for over 30 years and in its present form since 1998. It operates from the Village Hall in Bledlow. The premises comprise the main hall, a side room, entrance hall, kitchen and storeroom. There is an enclosed outside play area that links to the village adventure play area.

A maximum of 30 children may attend at any one time and there are currently 30 children on roll. This includes 13 three-year-olds and 4 four-year-olds who are in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently is not supporting any children who speak English as an additional language or children who have designated special needs.

The group opens five days a week during school term time. Sessions are from 09.30 until 12.00 every day except Tuesday, when the session runs from 09.30 until 13.00.

Seven staff work with the children, six part-time and one full-time. Over half the staff have early years qualifications to level two and three. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Bledlow Pre-school provides high-quality nursery education, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the early learning goals and use the stepping stones well to support children's progress. Teaching methods encourage children to engage in conversation and staff use effective questioning techniques to extend children's thinking. Staff plan an exciting curriculum to challenge children and create an environment in which they develop their creativity and imagination, but they do not always consolidate counting skills. They use space and resources imaginatively; the side room and garden are used well to develop children's physical skills. Staff use the assessment system well to ensure activities provide challenge for children's individual needs. Staff are good role models and management of children's behaviour is very good.

Leadership and management are very good. The supervisor and committee provide valuable support to the well-established staff team. Good team work is evident. Annual appraisals identify staff development needs and staff undertake training to update and improve their skills. Staff show a clear commitment and enthusiasm to the ongoing improvement of the care and education for all children. Planning meetings are held each month. Evaluation of the planned activities is undertaken daily and is used as a tool for future planning.

Partnership with parents is very good. Parents are happy with the nursery education provided. Staff provide parents with good written information on all aspects of care and education. They verbally share information daily with parents about their child, or specific meetings can be arranged. Parents support the group well and attend planned events such as sports day and parents evening.

What is being done well?

- Staff act as good role models and work well as a team. They have set routines which help to promote children's independence and good behaviour. The children respond well to routine, are confident, motivated and form good relationships with adults and other children. Children are treated with respect and kindness.
- Children's spoken language and writing skills are developing well as a result of the good range of planned activities and adult interaction. All children are able to recognise their names and understand that print carries meaning.
- Children are able to participate in well planned physical activities, which encourage gross motor skills and movement to music.
- Children are given the opportunity to learn through first hand experiences. Staff provide good quality resources and an appealing environment to

enhance and encourage children's play and learning.

What needs to be improved?

- the opportunities for children to further consolidate their counting skills by matching the object to the number counted by touch, so they learn that you say one number for each object counted.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced effective measures to ensure script in written displays is clear and that examples of children's work is dated, which were raised as issues from the last inspection. One member of staff writes all display notices carefully so that a consistently good model of script is provided for the children to see. Children's work is clearly dated to ensure that progress is monitored.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are relaxed and confident in the setting. They happily come into the group and talk to their friends and adults. They are keen and interested in the activities on offer and concentrate and persist in activities. Children are well behaved and play co-operatively together. They respond well to the set routines within the group and are acquiring independent skills, such as dressing and washing hands. Children talk about their family and show self-awareness and self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with each other and adults. They listen to stories and enjoy looking at books. Children recognise their names and are able to match letter to sound. Children have opportunities to practise emergent writing and to write their own name using the correct letter formation and pencil control. They are able to write for different purposes in role play situations, for example writing pads and pencils in the shoe shop.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count to 10 and beyond and recognise shapes, colours and sizes. Children recognise numerals and use numbers correctly in every day situations, but opportunities are missed to consolidate counting skills. Children solve problems of shape and size when constructing with large and small blocks and completing puzzles. Staff support children's development of mathematical skills through activities and everyday play and practical situations, such as snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills and use a range of materials to extend and develop their skills. They are beginning to understand and use a selection of everyday technology including computer, telescope, tills and telephones. Children explore and investigate through a range of activities providing first hand experience. Children recall information and share experiences. They are developing an awareness of their local community and of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children negotiate space well and move confidently through the setting. They take turns and collaborate. The children take part in daily planned physical activity and practise skills such as throwing, catching, jumping and balancing, with adult support. The children are becoming independent in dressing, visiting the toilet and washing their hands. Children have a growing awareness of their needs and healthy routines. They practise control of small tools such as scissors and pencils.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination in role play situations such as dressing up and in the home corner. They use a variety of materials to express and communicate their ideas, such as construction, paints and craft. They recognise colours well. Children enjoy singing and musical movement. They sing simple songs from memory and match movement to music. Children respond to a variety of stimuli with interest.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

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- the opportunities for children to further consolidate their counting skills by matching the object to the number counted by touch, so they learn that you say one number for each object counted.

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.