



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113439

DfES Number: 522433

### INSPECTION DETAILS

Inspection Date 23/02/2004  
Inspector Name Christine Clint

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Climbing Bears  
Setting Address School Field, Newpound Lane  
Wisborough Green  
Billingshurst  
West Sussex  
RH14 0EE

### REGISTERED PROVIDER DETAILS

Name The Committee of Climbing Bears Pre School 1000438

### ORGANISATION DETAILS

Name Climbing Bears Pre School  
Address School Field  
Newpound Lane, Wisborough Green  
Billingshurst  
West Sussex  
RH14 0EE

## 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

Climbing Bears Pre-school operates for 5 morning sessions a week in separate accommodation situated in the grounds of Wisborough Green primary school. The pre-school has close links with the primary school and can use the playground at times, however there is an enclosed outside play area attached to the premises. The provision has a parent committee and is registered for 23 children. Three qualified supervisors share responsibility during the week and most staff hold or are working towards a child care qualification, there are 4 staff members at each session and voluntary help from parents and carers is welcomed. There are currently 28 children who have funded places for nursery education; no children attending with additional needs and no children whose first language is not English.

## 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 Climbing Bears Pre-school is very good. It enables children to make good progress in most areas of learning with some slight weaknesses in mathematical development and knowledge and understanding of the world.

Teaching is very good. There is effective team work and shared responsibility. All staff are continually aware of children during their play; they use meaningful language in dialogue and give good clear explanations. They maintain children's level of interest throughout activities and use time efficiently; children's behaviour is consistently managed. Staff have a good knowledge of the Foundation Stage of Learning, they record perceptive observations and assessments of individual children. All staff are involved in the planning and are committed to preparing for quality assurance. Short term planning, however, does not include aspects of learning for mathematical development.

The leadership and management is thorough and effective. There is strong committee support and good team work, especially from dedicated staff. The provision is well managed and includes a commitment to improving child care and education through the quality assurance scheme; new ideas are implemented and evaluated.

Partnership with parents is effective. There is good local community support and parental involvement is sustained by close links with the neighbouring primary school and parent and toddler group. Many inventive ideas are incorporated to involve parents in their children's learning and the rolling programme of key worker responsibility, ensures that all staff get to know all parents.

### What is being done well?

- Teaching across all areas of learning is continual and effective. Staff are good role models and their enthusiasm ensures that children are occupied at all times; children's purposeful level of interest is maintained and their behaviour is exemplary. Staff are relaxed and happy to participate in children's activities.
- Partnership with parents is evolving through the quality assurance programme; all staff and the committee are involved in implementing new ideas to advance the identity of the pre-school and to link with parents and the community.
- The Leadership and Management is thoroughly supportive and forward thinking.

**What needs to be improved?**

- opportunities for children to develop a broader mathematical understanding of quantity and problem solving, including simple addition and subtraction;
- the planning for mathematical development;
- access to everyday technology.

**What has improved since the last inspection?**

The pre-school has increased opportunities for the involvement of parents in many aspects of their children's learning through the introduction of the quality assurance process. Parents are regularly involved with assessments of their children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to learn independence through regular routines, they can access equipment, select materials and make choices. There is a good balance and variety in activities offered, with positive, high quality staff involvement and many opportunities to raise confidence and self-esteem during the session. The valuable interaction between staff and children, is mirrored between the children themselves; there are good opportunities to form relationships.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There is substantial language for communication and thinking, children's conversations with staff are meaningful and provide excellent opportunities to extend imaginary play. Children are learning to write and there are frequent opportunities, especially during role play. Sounds and letters are regularly linked; the letter of the week provides an effective social activity and an opportunity to extend children's vocabulary. Children use the book corner themselves and enjoy listening to stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count and numbers are frequently included in stories, songs and rhymes. Many activities provide learning opportunities and staff expand language to compare shape, size, and pattern recognition. However there are missed opportunities for developing children's understanding of quantity and of problem solving, including the simple introduction of addition and subtraction. There are no aspects of mathematical development included in the planning chart on display.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Topics are used effectively for this area of learning and children are frequently involved in a free flow concept of play; they make choices and extend their knowledge through exploration and investigation. The relevant sharing of information during dialogue covers broad areas of children's understanding. There is ample evidence of activities which celebrate diverse cultures as well as local celebrations and regular visitors. Although opportunities to use everyday technology are limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are competent and have excellent manoeuvring skills, they are involved in a variety of activities within one area and they manage well. They are aware of their surroundings and show capability, especially during busy times of the session. Children have ample opportunities to increase skills requiring fine and gross motor movements, during indoor and outdoor play; topics include health and bodily awareness. Staff encourage children to recognise and manage their own personal needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There is excellent provision for creativity; children are stimulated and encouraged to be spontaneous, they follow their own ideas when given a basic concept and their achievements are celebrated. The enthusiasm and involvement of staff in role play extends and supports children's thinking and there is effective use of music during the session, children and staff regularly enjoy songs, actions and rhymes.

**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:*

- provide opportunities for children to develop a broader knowledge of mathematics to include quantity, simple addition and subtraction and problem solving;
- include the Stepping Stones of mathematical development in short term planning;
- include access to everyday technology.

*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.*