



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119959

DfES Number: 513609

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Joanne Aram

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burpham Pre-School
Setting Address	Church of Holy Spirit New Inn Lane, Burpham Guildford Surrey GU4 7HN

REGISTERED PROVIDER DETAILS

Name	The Committee of Burpham Pre-School
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ORGANISATION DETAILS

Name	Burpham Pre-School
Address	Church of Holy Spirit New Inn Lane Guildford Surrey GU4 7HN

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

This sessional group is run in a church hall in Burpham, a suburb of Guildford. It has been in operation since 1967, and is managed by a parent committee.

The group is open to families in the area with children aged 2 years 6 mths to 5 years. They are open mornings, term time only There are 3 rooms available for use. The group is registered to care for a maximum of 30 children in total when all rooms are in use. There are 14 three years olds and 14 four year olds in receipt of nursery funding. The group has use of a playing field behind the hall which is supervised accordingly, as this is not part of the premises. There are 7 staff employed who work on regular days, and have access to relevant training. There is always at least one member of staff qualified in first aid on duty. The group liaise with schools in the locality.

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 Burpham Pre-school is generally good. Children are progressing appropriately in all areas of learning with a minor weakness in mathematics.

The quality of teaching is generally good and this impacts positively on children's learning. Children are learning through a range of well-planned, interesting activities especially the mini-beasts project. Children's learning is extended through staff's suggestions and appropriate questioning. Children co-operate and behave very well. They communicate well and are interested in what they see and hear. Children are not developing some mathematical concepts through everyday activity. Children are observed regularly and portfolios of progress built up. It is not always evident in plans how this information is used, especially to identify how activities will support individual children. Appropriate targets are set for children's learning but not in all areas of learning. Systems are in place to ensure there is progress for children with special educational needs or English as an additional language.

Leadership and management is generally good. The supervisor is an effective team leader and staff are deployed well. The team meet regularly and all contribute to the half termly session planning. Suitable training opportunities are identified for individual staff. Though paperwork for an appraisal system is in place as yet no staff appraisals have taken place. The pre-school is managed by a committee of parents their responsibility is mainly employment of staff, finance and written communication. The committee and staff team meet regularly and work well together.

The partnership with parents is very good. They are given useful information about the setting. Through informal discussion and open mornings, they are able to share information about their child's progress. They are given useful ideas of how they can be involved in their children's learning at home.

What is being done well?

- Children's behaviour is excellent.
- Happy confident children join enthusiastically in interesting activities like the mini-beasts project with good adult support, especially from parents who help them collect creatures from their gardens. They have good caring relationships with peers and adults.
- Children communicate well about what they are doing and have done. They enjoy books for all purposes and are beginning to write.
- Interesting projects involve the children enthusiastically in investigating the natural world. They are developing a good knowledge of and sense of their

community through visits, to a farm and visitors.

- Well thought out activities enable the children to develop the ability to move confidently with increasing control, as they do on the assault course and many activities allow them to develop control of their hand-eye co-ordination.
- There are excellent opportunities for children to develop imaginatively through role play for example in a shop, during which many areas of learning such as communication and counting are covered.

What needs to be improved?

- the provision of activities and opportunities for children to develop the use of mathematical ideas and methods in practical situations to solve problems;
- planning to include how to meet individual children's needs, based on information in children's portfolios, so that activities can be varied to support less able and challenge more able children;
- the targets set for children which currently only cover one area of learning to be extended to cover all areas;
- assessment of the setting to be extended to cover staff assessment and monitoring.

What has improved since the last inspection?

Generally good progress has been made with the action plan from the previous inspection.

The setting was required to include child groupings and staff deployment in plans and to evaluate activities provided. It was further required to produce profiles of children's progress with an initial profile and regular observations and to invite parents to provide comments for the profiles on a regular basis.

Children meet at an activity with their key worker at the beginning of each session. More records are kept of children's activity. There are still good opportunities for child initiated activity and free choice.

Activities are observed to evaluate them against the learning objectives set for them.

Improved child portfolios are kept with regular additions from observation. Targets are set for children in one specific area of learning.

Several successful Open Mornings for sharing information about children's progress have been held. These were much appreciated by the parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Behaviour is excellent. Children are confident and eager to learn, entering eagerly and settling at key worker group activities. They work well in all groupings. They have appropriate self esteem. They have good relationships with peers and adults and caring attitudes. They show good personal independence. They respect their own and other's cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well in many situations. They are good listeners and particularly enjoy books for all purposes. They understand that text reads from left to right and top to bottom of each page. They are surrounded by words and most recognise their names and some labels. They recognise and can copy most letters. Many four-year-olds write their own names on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numbers and most count to ten. Some go beyond. They informally compare numbers and sizes in a variety of situations, like a height chart. Children recognise a variety of shapes and talk accurately of position, size and quantities. There are some opportunities for children to explore mathematical concepts through work sheets but limited opportunities to use mathematical procedures to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Interesting activities and projects enable children to explore the natural and man made world. They do this with engrossed interest. They build a variety of models some structured like gardens for mini-beasts and some less so like box sculptures. They use a variety of technological items especially in role play. A computer is to arrive soon. Talking about their half term activities shows their interest in their families and past events. Visits and visitors help them to learn about their community

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around large equipment with growing confidence and safety, especially the assault course, and often imaginatively. They are aware of space and collisions rarely occur. Children are becoming aware of a healthy life style, especially how to care for their teeth.. They use many small tools in a variety of activities with increasing manual dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children recognise and use a large range of colours, textures and shapes to produce art work, individual and group, in 2 and 3 dimensions. They respond well to music and join in songs doing appropriate actions with obvious enjoyment. They use their imaginations well in many role play and small world scenarios. Children respond excitedly to sensual experiences like the feel of an electric toothbrush and the smell of a tube of toothpaste.	
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 activities and maximise on informal opportunities to improve children's ability to use mathematical ideas to solve practical problems;
- targets for children to be extended so that they have one for each area of learning based on the stepping stones and plans should include points to consider for individual children in activities to effectively challenge more able children and support less able;
- appraisal system based on existing paperwork to be actioned and to include adult on adult observations.

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.