



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507965

DfES Number: 511741

INSPECTION DETAILS

Inspection Date	27/05/2004
Inspector Name	Mandy Gannon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Apples of Bramley
Setting Address	Bramley Village Hall The Street, Bramley Tadley Hampshire RG26 5BP

REGISTERED PROVIDER DETAILS

Name	The Committee of U/A
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ORGANISATION DETAILS

Name	U/A
Address	u/a u/a

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

Little Apples of Bramley playgroup runs from Bramley Village hall and serves the local community.

Both large and small halls are used and the group has access to a small enclosed play area. The group opens Monday - Friday 9:00 to 12:00.

The group caters for up to 42 children aged 2 years 9 months until they start school.

There are currently 38 three-year-olds and 18 four-year-olds in receipt of nursery education funding. The group has consideration for children with special needs and for those children for whom English is an additional language.

Little Apples is managed by Play leader and Joint Deputies and is supported by parents committee. The group receives support from the Early Years Development and Childcare Partnership

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

How effective is the nursery education?

Little Apples of Bramley provides good provision for nursery education and children are making generally good progress towards the early learning goals in most areas, with progress in physical development being very good.

The quality of the teaching is generally good. Staff work together well as a team to provide a varied, interesting selection of activities. Staff plan effectively to cover all areas of learning and staff continue to gain knowledge of the foundation stage. Relationships are good, and staff set high standards for behaviour which children respond to. However, Staff's evaluation of activities and observations are limited making planning next steps difficult.

Leadership and management is generally good. Staff observe and record children's learning and a key worker system has been recently introduced. However, evaluation of activities is currently limited. Staff work well together as a team and are currently undertaking training and are committed to the development of their skills.

Partnership with parents is generally good. A parents committee take an active role in the pre- school's operation. Parents feel well informed of the provision through regular newsletters and via the noticeboard. However the information regarding their child's progress is limited and is an area that is being developed through the recently introduced key worker system.

What is being done well?

- Children relate well to each other and adults. They are well behaved, share toys and resources and children are confident to try new activities.
- Staff form good relationships with children, they are praised and encouraged building their self confidence and self esteem.
- Children have opportunities for writing for a purpose. Some four-year-olds write their names with confidence, using phonic sounds for spelling.
- Staff work well together as a team; they are committed to training and provide a varied selection of activities.

What needs to be improved?

- opportunities to encourage children's independence selecting toys and resources
- children's opportunities to read familiar words and allow easy access to both fiction and non fiction books

- opportunities for simple calculations and using associated language in practical activities
- evaluation and monitoring of activities, and staff's use of key worker system in working with parents, to plan the next steps in children's learning.

What has improved since the last inspection?

Staff have recently implemented a key worker system, who are currently undertaking training. Although there have been some difficulties the group is continuing to improve this area, working in partnership with the parents. Physical development is now very good and includes the use of music and movement on a regular basis, encouraging children to move using their imagination and the space around them. Staff provide musical instruments on a more frequent basis to encourage children's imagination.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships and relate well to each other and adults. Children behave well and respond to the high behavioural expectations held by the staff who praise and encourage the children to raise their confidence and self esteem. However, children miss opportunities for independence in selecting their own resources and toys.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children negotiate and express their ideas. They communicate with confidence. Children are able to recognise their own names. However opportunities to read familiar words are limited. Children have many opportunities for practising emergent writing and children are able to name and use the phonic sound of letters. However, books are not effectively displayed and this does not allow children to gain full benefit.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently up to ten and beyond, mathematical concepts are reinforced through practical activities. Children are able to recognise shapes, colours, size and position. However, opportunities for simple calculations and associated vocabulary are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children talk confidently about events in their lives and are becoming aware of their community and that of others. Children are aware of changes that happen in their environment and the natural world, such as life cycles. Children build confidently with construction kits but have limited opportunity to gain accessibility to tools and resources themselves.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children participate in a variety of activities inside and outside to encourage large and small motor skills. Children show good co-ordination and have a good understanding of spatial awareness. Children move confidently to music tapes. Opportunities are provided for children to use a variety of tools including scissors,pens,pencils,different size paintbrushes and tools for use with malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children participate in a variety of activities inside and outside to encourage large and small motor skills. Children show good co-ordination and have a good understanding of spatial awareness. Children move confidently to music tapes. Opportunities are provided for children to use a variety of tools, including scissors, pens, pencils, different size paintbrushes and tools for use with malleable materials.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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 opportunities to allow children to read familiar words within the setting and to allow them easy access to read books for pleasure
- increase opportunities for children to do simple calculations and the use of associated language in practical activities
- improve the evaluation and observation of activities to assist in planning the next steps in the children's learning and include the involvement of parents.

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.