



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127035

DfES Number: 516721

### INSPECTION DETAILS

Inspection Date 27/01/2003  
Inspector Name Vanessa Wood

### SETTING DETAILS

Setting Name Bradbourne Park Pre-School  
Setting Address Sevenoaks Cp School  
Sevenoaks  
Kent  
TN13 3LB

### REGISTERED PROVIDER DETAILS

Name Vanessa Margaret Blackwell

### ORGANISATION DETAILS

Name  
Address

## **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.

<b>Information about the setting</b>
Bradbourne Park Pre School opened in 1979. It operates from a single storey classroom in the grounds of Sevenoaks Primary School in Sevenoaks. The Pre School serves children from the local area, most of whom will go on to the school. There are currently 63 children from 2 1/2 years to 5 years on roll. This includes 23 funded three year old children and 14 funded four year old children. Children attend for a variety of sessions. No children attend with special needs and the group supports five children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 9.00am to 11.45am Monday to Friday and additional sessions from 12.30pm to 3.00pm on a Wednesday and a Thursday. Ten part time staff work with the children. Six have early years qualifications. The setting 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?

Children are making generally good progress towards the early learning goals in most areas, and very good progress in the area of personal, social and emotional development. Children are confident, successful learners who are able to express themselves, negotiate with others and frequently resolve their own minor conflicts. Children enjoy learning and use resources and the activities with enthusiasm and imagination. The quality of teaching is very good overall; activities are well planned and managed. Staff are patient and calm, encouraging children to be independent and make choices. The staff have a very good understanding of how children learn and made activities fun, encouraging participation from the children. Staff provide good role models for the children. Each morning starts with a group discussion of the activities offered and how to use these: children receive good, clear instructions. The activities support children's learning and clearly relate to the early learning goals, enabling their development and understanding. The planning, assessment and evaluations are effective although the evaluations are not always specific. Assessment of children also needs to be systematic and regular. Leadership and management is generally good, with particular strengths in the way in which staff use their knowledge, skills and training to provide a variety of expertise and support for the children. The group intend to use responses from the recent questionnaires to assist in evaluating quality and develop consultation with parents. Partnership with parents is generally good and parents expressed their satisfaction with the service they receive and the progress children make in the group. Staff keep good records on the children's development and provide frequent verbal feedback, but there is no procedure to ensure parents access this. Parents are successfully encouraged to participate in the management committee and various other organised events.

### What is being done well?

Children's personal, social and emotional development is excellent. They are confident independent and able to make choices and negotiate well. Staff's good understanding of how children learn results in well planned activities which are stimulating and fun for the children. Staff use their knowledge and skills well, offering a wide variety of activities and expertise in a number of areas.

### What needs to be improved?

children's everyday experience of diversity. evaluation and planning of activities to allow for their extension. the regularity of assessment of each child. the opportunities for children to explore and experiment: with paint, the use of technology and with examples of written language in free play.

### What has improved since the last inspection?

The pre school have made good progress since the last inspection. Planning now covers all areas of the curriculum and activities are planned and evaluated to ensure children have appropriate opportunities to progress. The aim of each activity is clearly stated. Parents are now provided with good concise information about the educational programme of the setting and are able to provide reinforcement for children's learning. Children's progress is assessed and recorded by staff, although there is no system to ensure assessments for each child are done regularly.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's personal social and emotional development is very good: they are confident and successful learners and able to negotiate, listen and converse with each other well. They have good opportunities to develop independence and self esteem. Behaviour is very good, children cooperate with each other and learn from the positive examples set by staff. Children show consideration and respect to each other and the staff who encourage them with patience, humour and sensitivity.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children make generally good progress in this area, they have good opportunities to develop understanding and skills in listening, speaking and early reading and writing skills. Staff effectively promote the use of language using a variety of opportunities and learning experiences. Children are encouraged to use books and do so with enthusiasm, often because the staff have provided stories and images which are relevant to their experiences.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in mathematical development. They are given a variety of opportunities to experience numbers, shapes and patterns through everyday activities. Routines successfully incorporate mathematical concepts such as opposites and comparing sizes. Staff use games and appropriate questioning to ensure children enjoy number work and are able to solve problems.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children are making generally good progress in the area of knowledge and understanding of the world. Conversations with staff during activities encouraged children to understand similarities and differences: for example, when discussing families and homes. However, a wider variety of multi cultural resources and images would provide children with opportunities to extend their imaginative play. Children were able to experience a variety of construction and technological activities.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in the area of physical development; a good range of equipment indoors and use of outdoor play is available. The large climbing frame and other large play equipment encouraged children to develop coordination and balance, and a good variety of construction play enabled them to develop their fine motor skills. More frequent use of the outside areas would provide children with further opportunities to develop confidence in their physical skills.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
<p>Children make generally good progress in this area. A good variety of materials and activities offer opportunities to explore and extend their understanding. Cookery, music, art, crafts, sand and dough play provided children with opportunities to use their imagination and build on their knowledge. However, opportunities for exploration could be developed: for example, the provision of more "props" near the home corner and a greater range of paints during free play.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

**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**

provide more resources to increase children's experience of diversity. evaluate activities and include plans for their extension. ensure there is a system for the regular assessment of each child. provide more opportunities for children to explore and experiment during free play.