



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141812

DfES Number: 519954

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bancroft Pre-school
Setting Address	Small Meeting Place 29 Hadrians Drive, Bancroft Milton Keynes Buckinghamshire MK13 0PZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Bancroft Pre-school Committee
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ORGANISATION DETAILS

Name	Bancroft Pre-school Committee
Address	64 Hadrians Drive Bancroft Milton Keynes Buckinghamshire MK13 0PZ

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

Bancroft Pre-School opened in 1985. It operates from a hall at the local community meeting place in Bancroft Milton Keynes.

There are currently 34 children aged from two to under five years on roll. This includes 16 funded three-year-olds and seven funded four-year-olds. The group supports children who speak English as an additional language. The group is experienced at supporting children with special needs but there are no children with special needs on roll at present.

The group opens weekday mornings during term times from Tuesday to Friday between 09:30 and 12:30 and Monday to Friday between 12:00 and 14:45.

Five staff work with the children. Two staff have early years qualifications. One staff is on a training programme. The setting receives support from the Pre-School Learning Alliance.

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 Bancroft Pre-School is of high quality. Children are making very good progress towards the early learning goals. The children are confident, eager to learn and participate enthusiastically in the very good range of interesting activities and practical play experiences offered to them.

The quality of teaching is very good. Staff have a secure knowledge of the early learning goals which enables the provision of a good range of planned activities to promote the children's learning. Each session is structured to suit the ages and abilities of the children who will be present; they are offered appropriate challenges and support. The staff have friendly relaxed relationships with the children, each child is made to feel welcome and valued. There is a very good range of resources which are used well and imaginatively, children are able to select and make independent choices. Assessments of children's learning are in place. Regular observations are made which are linked to the stepping stones and provide a good basis on which to plan the next steps in the children's learning. Plans and evaluations do not always clearly identify the early learning goals and learning outcomes.

Leadership and management is very good. The staff work co-operatively as a team with clear guidance from the supervisor. They are focused and clear about their roles and responsibilities. They are able to assess their own strengths and weaknesses and make changes as necessary. Staff and committee ask for advice and support when necessary.

Partnership with parents is very good and contributes to the children's learning. Information is exchanged daily, children's progress is regularly discussed. Parents are encouraged to take part in the sessions. Feedback received from the parents is very positive.

What is being done well?

- There is a calm happy atmosphere. The environment and activities are planned well; there is a wide range of resources both manufactured and home made. The children are settled, feel valued and well supported in their learning.
- Children's personal, social and emotional development is very good; they are becoming confident, independent and learning to care for themselves. This is enhanced by a high ratio of adults to children. The children behave very well, they understand the rules and the reasons for them. They are learning to respect one another, care for each other and be polite.
- Children are gaining a wide knowledge and understanding of the world around them by good use of the local parks and surrounding areas of

interest. They enjoy nature walks and treasure hunts when they are set small challenges, for example find three cats, a feather and one postman.

- Relationships between staff and the children and their parents are good, this is helping the children to become confident, have self esteem and to be motivated to learn.

What needs to be improved?

- plans, to ensure that they clearly identify the early learning goals covered by each activity
- evaluations of activities to identify whether the learning outcome is met.

What has improved since the last inspection?

The progress made by the pre-school in addressing the points raised at the last inspection is very good.

The group were asked to compare the list of learning objectives in the recorded list of achievements used for assessing children's progress, with the desirable learning outcomes and ensure that all elements are included.

Since the last inspection, all of the staff and committee have changed. They have revised the paperwork including the recording of children's progress. The assessments now used for each child are based on each of the early learning goals and record the stepping stones that they have achieved. This ensures the children are making progress and enables the staff to make plans for future developments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children come into each session confident, enthusiastic and eager to learn. They are becoming independent in their personal needs, and are able to choose between activities and to select resources. The children understand the simple rules, which they helped devise; they are well behaved and show care for each other. They are able to work independently and to concentrate at activities. They are also supported while in larger groups, and are learning to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact confidently with adults and each other, they ask questions and are able to speak out in group situations. Children who are not so confident are supported well and monitored. The children are enjoying phonetics, experimenting with the sounds and shapes of letters. They are given opportunities to write their own names and the more able children do this enthusiastically. All of the children enjoy stories and participate whenever possible.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced as they take part in routine tasks such as working out the date. Whilst using dice in a game, child recognises that the four dots on the dice are the same number as his age. Mathematical language is used frequently, 'less than, more than, equals'. The children are beginning to calculate and solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The outdoor areas and nearby park are used to stimulate children's interest in the natural world and local features. They go on nature walks observing changes in the surrounding areas, collecting items, enjoying the features and playing pooh sticks. These opportunities enhance the children's learning. Children are gaining a sense of time and place and are learning about other cultures and the festivals that they enjoy.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children have daily opportunities to use large equipment and practise skills of climbing, bouncing and balancing. They are gaining co-ordination and are learning to use all equipment safely. Children are set challenges of jumping like kangaroos, skipping, walking like giants and stopping, while maintaining spatial awareness. They develop their fine motor skills and hand/eye co-ordination through a variety of interesting activities and are able to use a wide range of tools.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are given the time and resources to develop their ideas of creativity, through activities such as role play, construction, drawing and singing. They are able to explore a variety of media and materials and are made aware of their senses; pictures made of potpourri invoked much discussion. The children enjoy role play activities and dressing up which they mainly instigate themselves.	
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:

- There are no significant weaknesses to report but consideration should be given to improving the following;
- ensure plans identify the area of learning covered by each activity
- ensure the evaluations record whether learning objectives have been met.

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.