



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220210

DfES Number: 522345

INSPECTION DETAILS

Inspection Date 25/03/2003
Inspector Name Jill Hunn

SETTING DETAILS

Setting Name Long Buckby Pre-School
Setting Address Baptist Church Schoolrooms
Long Buckby
Northamptonshire
NN6 7RR

REGISTERED PROVIDER DETAILS

Name Ms Joanne (No Longer Provider) Bazeley

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.

Information about the setting

Long Buckby Pre-school is a committee run group which opened in 1971. It operates from the Baptist Church School Rooms in the village of Long Buckby. The pre-school is registered to provide 26 places for children aged two years to under five years. The pre-school operates five mornings a week 9.00 am to 12.00 noon and for two afternoon sessions, Monday and Tuesday, 12.30 pm to 3.00 pm. There are currently 48 children on roll, including 13 funded three year olds and 11 funded four year olds. The pre-school serves the local community which is predominantly English speaking. Staff have experience of caring for children with special educational needs. Nine part-time staff work with the children. The pre-school manager and another staff member are both currently working towards the Diploma in Pre-school Practice qualification. Two staff have completed the Introduction to Pre-school Practice of whom one is now working towards the Certificate in Pre-school Practice. The pre-school is affiliated to the Pre-school Learning Alliance, (PLA), and receives support from a local Early Years Development and Childcare Partnership through visits from a qualified teacher. No other childcare services are provided on the premises.

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

How effective is the nursery education?

The Long Buckby Pre-school provides a friendly, welcoming environment where children make generally good progress towards the early learning goals. Children have good opportunities to practice meaningful writing, form recognisable letters and are beginning to link sounds to letters. Children have opportunities to use their imagination through various activities, including role play and music and movement. The quality of teaching is generally good. Staff have good relationships with children and a key worker system which supports children's learning. Staff encourage and praise children for their efforts and achievements which promotes good behaviour and self esteem. Staff work with children in small sub groups which provides the opportunity for one to one attention. There are some occasions where staff may not be fully aware of the aims of the activity they are supporting. The leadership and management of the pre-school is generally good. The manager has a constructive approach to reviewing organisation and to developing improvement for any areas of perceived weakness. The partnership with parents is generally good. Staff have developed positive, constructive relationships with parents who receive good communications from the pre-school, including written and verbal information. There is currently no formal system to involve parents more effectively in the assessment process.

What is being done well?

The quality of teaching for communication language and literacy. Children have good opportunities to practice meaningful writing, form recognisable letters and are beginning to link sounds to letters. Children concentrate well in small groups which are adult led. They take turns, negotiate with each other and are co-operative.

What needs to be improved?

Planning for children's curriculum so that aims of each activity are clearly defined. Staff's awareness and knowledge of the aims for each activity. Identification of what each child could usefully aim for in relation to the stepping stones and early learning goals so that the information can be used for planning activities.

What has improved since the last inspection?

Children's development for communication, language and literacy. Information for parents on the planned themes and day to day activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress with their personal, social and emotional development. They concentrate well in small groups which are adult led. Children can take turns, negotiate with each other and are co-operative. They are generally aware of staff expectation and boundaries and are usually well behaved. There was a missed opportunity for children to pour drinks to increase their independence skills.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in this area is generally good. They have good opportunities to practice meaningful writing. More able children are able to form recognisable letters, write their name and are beginning to link sounds to letters. Children's language is extended by staff support within their activities and play.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Mathematical development is generally good. Children can count from 1 to 10 and above. More able children are able to recognise numbers under 10, can recognise shapes, follow patterns and compare shape, volume, quantity and size. There are some missed opportunities for children to use addition and subtraction.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress with their development for knowledge and understanding of the world. They have good opportunity to use technology to support their learning. Children are developing good skill with construction activities and using their imagination to build with various materials.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's physical development is generally good. They are developing good large motor skills. In general children can climb, go through, under, negotiate others and have good spatial awareness. They are able to use and manipulate a variety of tools and materials effectively. There are missed opportunities to develop children's awareness of changes to their body when active.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. They have good opportunity to explore and recognise sounds. Children are able to use their imagination through various activities, including role play and music and movement.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Key issues: Improve planning for children's curriculum so that the aims of each activity are clearly identified. Improve staff's awareness and knowledge of the aims for each activity they are to support. Identify what each child could usefully aim for in relation to the stepping stones and early learning goals and the use of this information for planning activities.