



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 203476

DfES Number: 510758

INSPECTION DETAILS

Inspection Date	21/01/2005
Inspector Name	Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Beavers Pre School
Setting Address	Marks Farm Community Centre Beckers Green Road Braintree Essex CM7 3PR

REGISTERED PROVIDER DETAILS

Name	Mrs Janette Threadgold
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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

Busy Beavers Pre School operates from a Community Centre towards the outskirts of Braintree in a purpose built room. There is a kitchen, toilet facilities and storage area. The preschool has it's own separate entrance and outdoor play facilities. The Pre-School serves the local area.

The Preschool is registered for 24 children; there are 46 children on role of which 39 are funded three and four year olds. They currently admit a maximum of 16 children per sessions. Children attend a variety of sessions each week.

The group opens five mornings and three afternoons a week and open from 09:15 to 12:15 Monday to Friday and 13:00 to 15:30 on Wednesday, Thursday and Friday.

There are two permanent and six part time members of staff. Two have Early Years Qualifications at a level three. Five have Cache Diploma in

Preschool Practice and two have started the Certificate in Preschool Practice. The setting receives support from a Special Educational Needs Co-ordinator, a Speech and Language Teacher and the Childcare Partnership.

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 Busy Beavers Pre School is of good quality overall. It enables children to make generally good progress towards the early learning goals in knowledge and understanding of the world and creative development, and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff are well qualified and have a clear understanding of the early learning goals. They are aware of, and are sensitive to, the needs of any children with special educational needs. Staff manage the behaviour of the children very well. They plan effectively so that all the children make good progress. Planning and assessment have recently been developed further so that assessment effectively feeds into the planning of individual programmes.

Leadership and management is very good. There is strong leadership and good teamwork amongst the staff. There are generous staffing levels and they are well qualified and committed. The group is managed well and staff monitor and evaluate their practice regularly.

Partnership with parents is generally good and is effective in promoting the children's learning. Parents are very pleased with the warm, friendly environment and the caring staff. They are well informed through information given when their child starts, notices and looking at the children's records and end of year report. If there are any problems parents and staff work together to solve them. Most of the communication is very informal and a few parents are still unsure about the early learning goals and educational aims of the nursery.

What is being done well?

- Staff encourage children to be confident, independent and eager to participate in learning.
- Children are developing an understanding of the link between sounds and letters. They can recognise some names and common words, and are able to think of words beginning with the same initial letter.
- The practical and enjoyable activities area is used well to develop children's ability in simple calculation and skill in mathematical problem solving.
- Children are encouraged to gain control of large muscle movements in physical activities, such as dancing, acting out a story and using large equipment.

What needs to be improved?

- opportunities for children to investigate living things and objects, to look closely at similarities and differences, and to investigate and ask questions about why things happen and how things work.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff and children relate well to each other. Children are confident and enthusiastic about learning. Most children behave very well and are able to concentrate when appropriate. Staff help those children who are still learning to share and cooperate by making this a focus of some play activities and by analysing behaviour patterns shown in observations. Respect for each other, self care and independence are fostered at snack time and throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident to talk to the group and communicate well with other children and staff. They respond in a lively way to stories, rhymes and dramatisation. Most children can recognise some names and common words and many can match written words. They enjoy thinking of other words beginning with the same initial letter. They understand that print carries meaning and are at various stages of learning to write from early mark making and pretend writing to more recognisable words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn through the good use of every day opportunities and through structured games. Most children count confidently to ten and some can count further. They solve practical problems, such as working out how many cups are needed on their own table at snack time. They can recognise numerals and are gaining an understanding of simple calculation through practical activities and appropriate questioning. Understanding of position, shape and size is encouraged during play and art activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use information technology and programmable toys to support and extend their learning. They investigate sand and water using their senses and are beginning to gain a sense of time and to learn about people with different cultures. However, there are limited opportunities to compare and look closely at similarities and differences in living things and to explore how things work and why things happen.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to access physical activities both indoors and outside. They are able to improve control and coordination of large and small movements through adult and child led activities. They enjoy energetic exercise and practise ball skills. They climb, dance and enjoy acting out a story, miming the actions. They gain increasing hand eye coordination and control by manipulating materials such as playdough, and using tools such as paintbrushes or the computer mouse.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore colour and a variety of media in two and three dimensions. They are encouraged to paint freely and find out about paint effects. They use many materials in their collages and three dimensional models. They respond with enjoyment and excitement to dancing, music and stories and follow the rhythm and rhymes of the book, We're going on a Bear Hunt. Their imagination is stimulated in role play and small world play.

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

- review the programme for knowledge and understanding of the world to provide more opportunities for children to investigate, explore and observe living things and other objects so that they can compare similarities and differences and ask questions about why things happen and how they work.

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.