



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309410

DfES Number: 524768

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Janet, Elizabeth Singleton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bunnies Pre-School (Overton)
Setting Address Overton Memorial Hall
Middleton Road
Overton, Morecambe
Lancashire
LA3 3HB

REGISTERED PROVIDER DETAILS

Name Bunnies Playgroup (Overton) 1039069

ORGANISATION DETAILS

Name Bunnies Playgroup (Overton)
Address Overton Memorial Hall
Middleton Road
Overton, Morecambe
Lancashire
LA3 3HB

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

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

How effective is the nursery education?

Overton pre-school is acceptable and of good quality overall enabling children to make generally good progress towards the early learning goals. Provision for their physical and creative development is very good.

The quality of teaching is generally good. The key staff demonstrate an understanding of the early learning goals. The effectiveness of the curriculum planning is satisfactory and covers the aspects of learning. There is a balance of adult led and child led activities. However planning does not reflect how the evaluation of the activity informs future planning and does not cover the differentiation aspect for more and less able children.

Staff are not consistent in their approach to the asking of open ended questions and interaction to extend children's learning. Assessments are inconsistent with there being no clear link as to how they inform future planning.

There is available an environment with resources that enable children to have choice. The staff manage the children's behaviour and the children respond to their instructions. The staff sit with, and have good relationships with the children.

The leadership and management is generally good with a programme in place in regard to the development of the staff through training. Staff are clear about their roles and responsibilities and work well together as a team. However there is no monitoring and evaluation system for the delivery of the provision for nursery education with regard to the observation and assessment procedure.

Partnership with Parents and carers is very good. Information is given to parents about the setting via the information booklet, notice board, newsletters and open evenings. Parents feel involved and informed in the setting, being aware of the foundation stage.

What is being done well?

- Children are confident, interested and motivated to learn. They sit quietly during focussed activities and are eager to participate in adult led activities. Their independence is promoted through enabling children to make choices about their play and by pouring their own drinks from the table on which the water jug is kept.
- Children are developing control over their bodies and move with skill. They negotiate pathways, when playing in the hall, showing an awareness of space, of themselves and others. They use their bodies imaginatively when dancing to music and the 'Funky Monkey' dance programme.

- Circle time is used constructively to focus on the current theme. The children explored books with information on Africa, examined animals and African drums. The children were involved and excited by this experience answering questions and engaging in discussion.
- Staff promote children's creative development very well. They provide good opportunities for children to free paint, draw and make sticky pictures using a variety of mediums. Children actively involve themselves in the role play area and become engrossed acting out roles from home.

What needs to be improved?

- The observation and assessment procedure to evidence children's progress and to show how this information is used to inform future planning.
- The consistency of staff approach to promote children's learning and to effectively use praise and encouragement.

What has improved since the last inspection?

Not Applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children sit and concentrate during the activities and free play. They select resources, with confidence. They move around the setting enjoying a range of both adult led and child led activities. They are developing personal independence when attending to their personal needs in the bathroom. They understand taking turns and the need to share when waiting for a bike and when waiting their turn at the pastry table. Children are not praised consistently by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication and language skills are good. They use language for discussion engaging in meaningful conversation. They understand text has meaning and is read from left to right during story time. They enjoy linking sounds to letters when sounding the letters for their name. They learn books can be used for seeking information and for pleasure. They practice writing their names at the mark making table. The staff intervention is not consistent to promote children's learning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to 6 with more able children counting to above. They attach meaning to numbers when counting the numbers of plates needed for snack time and respond well in number rhymes and song's such as ' Five Current Buns'. They are beginning to use early calculations, i.e. adding and subtracting, during the story of the fruit box. They match numbers to numerals, consistently matched 1 to 6. There is no evidence of numbers being used as labels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children explore the features of living things through planting seeds and feeding fish. They learn about the cultures of other people through the celebration of festivals, practical stories and examples of other cultures. They enjoy talking about their home and where they live, they are beginning to understand past and present. They learn how to operate simple computer programmes which they do with enthusiasm. The children do not readily access the construction area.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely, confidently and with enjoyment, they show an awareness of space, themselves and others. They use a range of small tools competently and safely in the play dough, sand and water activity. They use a range of large equipment, with enthusiasm, when playing in the area designated for the physical play. They pedal, push and scoot the toys with skill, competence and enjoyment. They move their bodies imaginatively to the rhythm of the music.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination in the role play and creative activities. They explore and experiment with colour mixing through focussed activities and free painting. They enjoy malleable materials and texture in the play dough, sand and water activity. They use a range of mediums working in 2 and 3 dimensional form. They freely express themselves through singing and interpreting actions to the songs.

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

- develop the observation and assessment procedure to evidence children's progress and to show how this information is used to inform future planning.
- ensure the consistency of staff approach to promote children's learning and to effectively use praise and encouragement.

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.