



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY267101

DfES Number: 540074

### INSPECTION DETAILS

Inspection Date 03/03/2005  
Inspector Name Gerry Simonds

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name North Bradley Pre-School  
Setting Address North Bradley C of E Primary School  
Church Lane, North Bradley  
Trowbridge  
Wiltshire  
BA14 0TA

### REGISTERED PROVIDER DETAILS

Name North Bradley Pre-School 1099558

### ORGANISATION DETAILS

Name North Bradley Pre-School  
Address 1 Courtyard Barns, Brook Hall Farm  
North Bradley  
Trowbridge  
Wiltshire  
BA14 9PT

## 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

North Bradley Pre-school opened in 2004. It operates from a room in a school in North Bradley. The group serves the local area.

There are currently 46 children from 2 to 5 years on roll. This includes 23 funded three-year-olds and 6 funded four-year-olds. Children attend for a variety of sessions. The group supports children with special needs. There are at present no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 to 11.45 and 12.30 to 15.00 on Mondays and Wednesdays. On Tuesdays and Thursdays the group are open from 09.15 to 11.45 and there is a session from 13.00 to 15.00 for two- and three-year-olds. On Fridays there is one session from 09.15 to 11.45.

Five staff work with the children. Four have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher/mentor 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?

The provision at North Bradley Pre-School is of good quality overall. Children are making generally good progress in all six areas of the curriculum.

Teaching is generally good. Staff speak clearly to the children and explain carefully. Individual attention is given to each child. Staff plan a good variety of interesting activities and children are well motivated. They assess children's progress appropriately and make regular written observations on what children are achieving. These assessments are then used for future planning. Plans do not, however, show how work is made different for children who are older or more able. Staff do not have high enough expectations of what these children can do. For example, they will draw outlines for them, cut out for them and tidy up for them. Expectation in writing and mathematical problem solving is also low. Children with special needs or English as an additional language are well supported with individual learning plans.

Leadership and management is generally good. Both the Chair and the supervisor are relatively new to the group and to leading this type of setting. They are working hard to get things right and are willing to attend courses. The group receives support from the early years partnership. Efforts are made to monitor the work and staff feel well supported by the committee. Staff meet together to discuss their work and as they gain experience are becoming a good team.

Partnership with parents is very good. Parents feel welcome and well informed and are beginning to understand the curriculum. They are invited to parents' evenings and feel that they can contribute to their children's records verbally. Newsletters are sent out regularly to inform parents on what is to be the next topic and parents can become involved by helping in the group or sending in artefacts for the topics.

### What is being done well?

- The happy ethos created by the staff who are approachable and welcoming.
- The good teamwork from both staff and committee. Staff feel well supported by the Chair and the committee.
- The interesting activities provided which keep children well motivated and interested. For example, using shaving foam and planting seeds.
- The good interaction between the staff and the children and the relationships which are good all round.
- The programme for learning about other cultures which give children a good understanding of other people and their festivals. For example, the interesting work on Chinese New Year.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the expectations of the staff in what children of this age can achieve. For example, they can cut out for themselves, tidy up, draw outlines for themselves, learn letter sounds, begin to understand mathematical problem solving and write their names and other words more regularly</li><li>● the opportunities to explore more natural materials within the classroom.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and well motivated. They are excited about their activities and concentrate well in small groups. They are able to select materials and choose activities and do this well. Sometimes children find it difficult to sit for long periods but staff are working on ways to help them to listen effectively. Relationships are good all round and children are happy and developing confidence and independence. They are encouraged to behave well with stickers and an achievement board.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have good opportunities to interact with and talk to staff. Their language is extended well. They are encouraged to speak in a group and answer the register well. They use language well in their role play which is well facilitated by adults. There is a good variety of books and children enjoy browsing amongst them. There is, however, not much opportunity to learn letter sounds and children do not write their names or other words regularly enough.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count regularly throughout the day and recognise numbers. They sing number rhymes and in this way are beginning to understand addition and subtraction. Mathematical language is being used as children name shapes and there are opportunities to make mathematical patterns. There is, however, not enough opportunity for older and more able children to solve simple, practical, mathematical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have opportunity to explore artefacts such as those brought in for their Chinese New Year topic. They also plant seeds to watch them grow. They show good skills using the mouse on the computer and have a very good programme planned to learn about many other cultures and beliefs. There is not much opportunity though for them to handle natural objects within the room. For example, as they began their Spring topic nothing was provided to explore signs of Spring.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently and are reminded about being aware of others and using the space carefully. They show good control on the wheeled toys outside. They also show good skills when completing difficult puzzles with small pieces. They use malleable materials and show skill with the tools associated with the dough. They are reminded about staying healthy and blow their noses and wash their hands well. At present the climbing frame is not useable, so children are unable to practise climbing.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and sound in many ways. They are able to paint freely, make models and use sticking and gluing materials. They sing with enthusiasm, use percussion instruments and express themselves well in role play. They show great enjoyment as they dance to the 'sticky kids' tapes. Sometimes staff have low expectations of their ability to draw and draw outlines for them, but children show that that they are able to do this for themselves.

**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**

- have a higher expectation of what the children can achieve
- provide opportunities for children to explore natural materials within the room.

*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.*