



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224039

DfES Number: 512750

### INSPECTION DETAILS

Inspection Date 01/12/2004  
Inspector Name Mary Anne Henderson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Beckbury Acorns Pre-School Playgroup  
Setting Address The Old School Room  
Beckbury C of E School  
Shifnal  
Shropshire  
TF11 9DQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Beckbury Acorns Pre-School Playgroup

### ORGANISATION DETAILS

Name Beckbury Acorns Pre-School Playgroup  
Address The Old School Room  
Beckbury C of E School  
Beckbury, Shifnal  
Shropshire  
TF11 9DQ

## 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

Beckbury Acorns Pre-school Playgroup opened in 1980 and has been in its current premises for approximately 12 years. It operates from one main room in a purpose built demountable. It is situated within the grounds of Beckbury C of E Primary School in the village of Beckbury in Shropshire. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each week day from 09:00 to 12:00 during term time for 39 weeks of the year. The children access a secure enclosed outdoor play area.

There are currently 11 children aged from 2 years to under 5 years on roll. Of these 10 children receive funding for nursery education. Children come from the local areas. The pre-school supports children with special educational needs, and also supports children who speak English as an additional language.

The pre-school employs two members of staff. The manager holds an appropriate early years qualification. The second member of staff is working towards a qualification.

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

### How effective is the nursery education?

Beckbury Acorns Pre-school Playgroup provides generally good teaching and learning. Children are making generally good progress in three areas of development and very good progress in the other three. Staff have a good understanding of the Foundation Stage of learning and the stepping stones and they use open-ended questioning to extend and consolidate learning.

Children have opportunities to count, calculate and look at shape and to explore their environment. They access a range of resources to develop their creative and imaginary skills. Children behave well and strategies used to manage behaviour work well in practice. The children access small and large equipment to develop their skills in movement. Staff should however, provide further opportunities for children to recognise the changes that happen to their bodies when they are active. The staff should ensure children are able to access a broad range of resources and activities throughout the session to further develop child-initiated play. There are opportunities for children's development in mark-making, however staff should ensure children have access to an interesting and well resourced writing table and include opportunities for reading and writing during role play.

Leadership and management of the setting is very good. Staff and management work well together and with other professionals to support and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken with the Early Years Development and Childcare Partnership.

Positive relationships with the parents were observed throughout the inspection. Parents provided Ofsted with positive written and verbal feedback on the care and education of their child. Parents are encouraged to be involved in their child's progression through pre-school and share what they know about their child on an ongoing basis.

### What is being done well?

- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements.
- Children explore their environment and have the opportunity to discover how things grow. They learn about their own and the cultures of others through planned activities and through access to resources that positively reflect diversity.
- Children's creative development is very good. They access a range of resources to stimulate imagination and support their skills in expression of ideas to peers and adults.

- Staff provide a range of planned and spontaneous opportunities to meet the needs of children, they have a good understanding of the curriculum and work well as a team.
- There are positive relationships with the parents who are provided with a range of information on the care and education provided for their child. Parents are encouraged to be involved in their child's progression through pre-school.

#### **What needs to be improved?**

- opportunities for children to access a broad range of resources during child-initiated play
- opportunities for children to access to a broad range of resources to extend their reading and writing skills
- opportunities for children to recognise the changes that happen to their bodies when they are active.

#### **What has improved since the last inspection?**

There has been very good progress since the time of the last inspection.

At the time of the last inspection the group was asked to review the behaviour management policy. This was to ensure the staff were being consistent in their approach to behaviour management. The group addressed this by updating their behaviour management policy following a meeting with their teacher mentor from the Early Years Development and Childcare Partnership. The new policy was discussed at staff meetings to ensure all staff were able to implement the policy. The staff worked together to ensure they were consistent in their approach to the management of behaviour of all children. At the time of this inspection positive behaviour management was observed and children behaved well. The strategies now used to manage behaviour work well in practice. The staff are good role models and children receive praise and small rewards throughout the session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's personal, social and emotional development is generally good within the pre-school, with staff providing opportunities to develop self-care and good levels of self-esteem. Children should be provided with further opportunities to access a broad range of resources to develop their skills during child-initiated play. The children are well behaved and receive praise and small rewards from the staff. Children show excitement and are able to share and turn take with their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. Children communicate positively with their peers and the adults. Children should access a broad range of opportunities throughout the session, to further develop their skills in reading and writing. The staff use open questioning to encourage children to communicate their ideas to peers and adults.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and a range of other resources. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. They look at various festivals and cultures and access resources that positively reflect diversity. They explore a range of objects that work in different ways for different purposes.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a range of small and large equipment and tools for indoor and outdoor play. Children access a range of equipment for climbing and balancing. Staff encourage children to explore healthy lifestyles, hygiene and eating well. However, children should be encouraged to recognise the changes that happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children have access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the role play area with peers and adults, where they express themselves freely.

**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**

- There are three key issues:
- provide opportunities for children to access a broad range of resources during child-initiated play
- provide opportunities for children to further to develop their skills in reading and writing
- provide opportunities for children to recognise the changes that happen to their bodies when they are active.

*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.*