



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133108

DfES Number: 512930

### INSPECTION DETAILS

Inspection Date 10/03/2003  
Inspector Name Karen Louise Prager

### SETTING DETAILS

Setting Name Widcombe Acorns  
Setting Address St Marks Community Centre  
Bath  
BA2 4ET

### REGISTERED PROVIDER DETAILS

Name Miss Jackie Ridout

### 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
Widcombe Acorns is an established group based in St Mark's Community Church Hall, serving the area of Widcombe in the city of Bath. It is permanently set up in separate rooms within the hall, with an integral kitchen and toilet area. It also has use of the main hall for activities during the sessions and part of the old church yard is used for outdoor play which is fenced off during use. The pre school group is registered for 24 places for children under five years each session, with a maximum of four under three years. There are currently forty three children on roll. This includes 25 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. The setting supports children with special educational needs. The group opens term time, Monday, Wednesday, Thursday and Friday mornings 9.30 am -12.00 am and Tuesday afternoons 1.00 pm - 3.30 pm. In addition they provide a lunch session on Mondays, Wednesdays and Fridays from 12.00 am to 1.15 pm. There are seven staff in the team which is supported by a parent helper each session. The play leader is an experienced teacher and supporting staff have early years qualifications, with one studying at present. The setting receives support from a 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?

Widcombe Acorns offers very good quality provision which helps children to make very good progress towards the early learning goals in each of the six areas of learning. The teaching of the children is very good and stimulating environment has been created. Thorough planning is carried out by the staff which supports the stimulating environment. Staff have developed easy and trusting relationships with the children and are effective role models. The leadership and management of the setting is very good. The pre-school leader has a clear vision for the setting and is a strong leader. This enables the staff to develop their strengths within a harmonious team. The pre-school is committed to providing a good quality of childcare and education through regular self assessment. The partnership with parents and carers is very good. Very good quality information is provided for parents and carers about the setting. Staff and committee continually try to ensure parents are updated with information about their children and the group.

### What is being done well?

children are making very good progress towards the early learning goals. leadership and management is strong and the group is keen to further develop its current practice through different teaching styles. comprehensive planning is carried out by all staff members as their skills develop. creativity across all areas is strong and children are encouraged to develop their individual skills.

### What needs to be improved?

The frequency of the children's use of the outdoor area.

### What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Detailed short term plans are now produced, mostly by the pre-school leader. Staff produce plans in their specialist areas, e.g. arts, special needs. Activity plans now show groupings size, levels, targets, and aims, including assessment opportunities and how they link to the early learning goals which has a direct impact on the child. Self evaluation of teaching is written on the daily plans and verbal monitoring takes place in discussions between staff. Professional training contributes to greater awareness of learning outcomes in the staff.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in personal, social and emotional development is very good. Children develop good relationships with adults and other children in the setting. They learn to co-operate and work well with each other, for example co-operating on group projects. Children's behaviour is good. Children have an understanding of the boundaries set and behavioural expectations within the setting.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children's progress in communication, language and literacy is very good. Children's spoken language is developing well. They are increasingly confident to share their experiences within a group, for example at group registration time. Children's use of books is varied enabling them to make very good progress towards the early learning goals.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in mathematical development is very good. Children learn to use numbers in practical and everyday situations and show that they are beginning to recognise numbers. Children regularly use mathematical language throughout the session, for example counting the number of cups needed on the table at snack time.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. Resources are effectively used to extend the children's knowledge and understanding of the world. Children have extensive opportunities to learn about the natural world and their environment and to explore the features of living things for example growing vegetables in the garden and learning about the Chinese New Year.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in physical development is very good. Children showed good awareness of space and each other. They learn to move safely and with confidence and have opportunities to use a variety of equipment to develop their co-ordination and skills. Staff enable both three and four year old children to use and handle tools and materials with increasing skill, such as cutting and pencil control.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good

Children's progress in creative development is very good. Children are given a wide range of opportunities to experience different materials and confidently express themselves through artwork, for example painting some of the music from Tchaikowski's Swan Lake. Children enjoy very good imaginative play in a well resourced role play room, through the provision of a wide range of situations. Play is consistently supported and extended well by staff.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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<b>OUTCOME OF THE INSPECTION</b>
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The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.
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<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
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There are no significant weaknesses to report, but consideration should be given to improving the following: - make more regular use of the outdoor play area.
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