



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110064

DfES Number: 514975

INSPECTION DETAILS

Inspection Date	11/05/2004
Inspector Name	Anne Munro

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bees Knees Boldre Preschool
Setting Address	Boldre Memorial Hall Pilley Street, Pilley Lymington Hampshire SO41 5GU

REGISTERED PROVIDER DETAILS

Name	The Committee of Bees Knees Boldre Preschool Committee 1036289
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ORGANISATION DETAILS

Name	Bees Knees Boldre Preschool Committee
Address	Boldre Memorial Hall Pilley Street, Pilley Lymington Hampshire SO41 5QG

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

Bees Knees Preschool opened in 1992. It operates in a village hall with access to kitchen, toilets and an outside play area. The preschool is a community group managed by a voluntary committee of parents. Children attend from the village of Boldre and the surrounding rural area.

The setting is registered to accept up to 26 children aged from 2 to under 5 years. There are currently 38 children on roll, including 19 funded 3 year olds and 7 funded 4 year olds. The preschool supports a small number of children with special needs.

The preschool opens five days a week in term time. Sessions are from 09:15 to 12:15, with some children staying to 13:15 for a lunch club.

There are nine part-time members of staff working with the children, including four with early years qualification to NVQ level 2 or 3 and two working towards a recognised early years qualification. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

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

How effective is the nursery education?

The provision of nursery education at Bees Knees Preschool is acceptable and of good quality. Children are making generally good progress towards the early learning goals in their personal, social and emotional development, communication, language and literacy and mathematics. Progress in all other areas is very good.

The quality of teaching is generally good. Most staff have secure knowledge of the early learning goals and all are involved in planning a balanced curriculum that stimulates interest and promotes learning. Plans make the intended outcome of activities clear but do not provide enough extension to challenge the more able children or allow them sufficient independence. Regular observation and recording of children's progress provides staff with good understanding of individual needs and abilities. Clear procedures are in place to ensure that any special needs are addressed. Staff are particularly good at encouraging conversation to develop language skills and in using questioning to promote learning. They use praise and encouragement to promote self-esteem and handle unwanted behaviour calmly.

Leadership and management of the setting are very good. The management committee is formed of parents with good knowledge of the group. They are actively involved with practical help in sessions, as well as in fundraising to ensure that the setting is well-resourced. They are committed to ongoing development. Two supervisors work well together, providing strong leadership and ensuring that staff are aware of their roles and responsibilities. An appraisal system identifies training needs and staff are supported in accessing training.

Partnership with parents and carers is very good. Parents receive good information about activities and are encouraged to be involved in their children's learning, joining a rota of helpers and accompanying outings. They are able to discuss their children's progress and are confident in raising any concerns.

What is being done well?

- Provision for physical development is very good. The secure outside play area is used most days and gives children plenty of space to develop physical control and co-ordination with a varied range of activities using both small and large equipment. The preschool provides a good range of resources and interesting activities to develop children's manipulative skills.
- Staff plan imaginative and well-resourced role play situations that encourage children to explore new and remembered experiences, for example visiting the doctor or vet, watching birds from a hide, buying fruit and vegetables and using a post office or café.
- Staff build good working relationships with parents, making them welcome in the group and using their expertise. Parents are given regular information

about activities and are encouraged to be involved in their children's learning, to provide practical help and contribute resources. They form an active management committee offering strong support to the staff and working with them to develop and improve provision for their children.

- Children have good opportunities to observe, investigate and explore the world around them. Staff plan an exciting variety of activities that enable children to make discoveries and develop their curiosity.

What needs to be improved?

- opportunities for children to develop independence
- children's ability to listen and to follow instructions
- the use of simple calculation in daily routines
- opportunities to use writing to communicate ideas and to record findings
- plans to extend activities for the more able child.

What has improved since the last inspection?

The Preschool has made generally good progress since the last inspection.

There has been a complete change of staff and management as well as new premises and many changes have been made.

One issue to be addressed was to "expand and enrich the programme for knowledge and understanding of the world" and to "develop the use of 4 year olds' own drawings as a means of recording their observations". Plans for this area of learning do now give children opportunities to investigate and observe natural and living things and to develop curiosity with simple experiments. Topic plans include art work and children record their observations and findings with graphs and art work.

The second issue regarded planning "to show clearly the main learning aim of activities include a secondary aim or particular grouping for challenging more able children". Plans now show clearly the aims of activities, linked to early learning goals, and ensure that staff are aware of the input needed. They do not show differentiation or extension for more able children and this issue is carried forward.

The final recommendation was to "develop staff awareness of the 1994 Code of Practice" and to make "teaching more responsive to individual learning needs". A member of staff has been appointed as special educational needs co-ordinator (SENCO) and has completed relevant training. She receives regular support from the area SENCO. Other staff members have received training in special needs on their qualification courses and all are aware of the preschool's policy and procedures regarding the Code of Practice. The group's systems of assessment and planning ensure that individual needs are addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children come confidently into preschool and settle quickly into familiar routines. They relate to adults with confidence and generally work well with other children, learning to take turns and to share. Staff manage unwanted behaviour calmly and consistently so that children are generally well behaved, although they do not always listen or follow instructions. They are able to choose their activities but opportunities are limited for them to develop good levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy looking at books and listening to stories. They learn to recognise their names and clear labelling enables them to become familiar with other written words. Children use pencils and crayons with increasing control and many can form recognisable letters. Most four year olds can write their names. They are learning about the links between sounds and letters, but are not yet using writing for recording or communicating. They are developing confidence in speaking.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Counting is regularly included in daily activities and most children are confident in counting to 10 and some to 20. They have less opportunity to use simple calculation. Older children can recognise some numerals. They use a variety of good resources to sort and match and recreate patterns. Staff encourage them to practise the language of shape, size and position in such activities as playing with construction toys and playdough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are able to observe and investigate, for example finding out whether objects sink or float or are attracted to magnets, handling chicks and planting seeds. They build and construct with a variety of resources including recycled materials and various construction toys daily. They talk about themselves and their families and learn about their community from visitors and on outings. They use simple technology to support their learning, such as tape recorders, toy computers and calculators.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children develop good spatial awareness in manoeuvring ride-on toys around the outside area and in running on the grassed area, avoiding balls and other children. They develop control and co-ordination using large equipment such as climbing frame, tunnels, trampoline and slide. They show increasing manipulative skills in using tools such as scissors, hammers, spoons and pencils, playing with playdough and construction toys and planting seeds.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour, texture and shape using a variety of techniques and materials, such as collage, painting with brushes and with fingers, printing and modelling, although many art activities are staff directed. They learn about sound and rhythm with percussion instruments, and listen and move to different kinds of recorded music. Children use imagination playing with small world toys and act out their experiences and ideas in interesting role play situations.	

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

- consider ways of enabling children to develop independence in their personal care and in choosing resources and developing their own ideas
- enable children to use writing to communicate ideas and record findings
- develop the planning system to include ideas for extending activities to challenge the more able children.

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.