



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220216

DfES Number: 516652

INSPECTION DETAILS

Inspection Date	24/11/2004
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Brixworth Centre Pre-School
Setting Address	Church Street Brixworth Northamptonshire NN6 9BZ

REGISTERED PROVIDER DETAILS

Name	Brixworth Centre Pre-School 1027332
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ORGANISATION DETAILS

Name	Brixworth Centre Pre-School
Address	Church Street Brixworth Northampton Northamptonshire NN6 9BZ

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

Brixworth Centre Pre School opened in 1984 and operates from The Centre within the village of Brixworth, Northampton. A maximum of 26 children may attend the pre school at any one time. The pre school is open each weekday from 09:30 to 12:15 during the school term. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from 2 to under 5 years on roll. Of these 15 children receive funding for nursery education. Children attend from the village and surrounding areas. The pre school is able to support children with special educational needs and children who speak English as an additional language.

The pre school employs eight staff. Three of the staff, including the supervisor hold appropriate early years qualifications. Four members of staff are working towards a qualification.

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

How effective is the nursery education?

Brixworth Centre Pre School provides an attractive environment where children are making very good progress towards the early learning goals.

The quality of teaching is very good overall. The enthusiastic, caring team of staff have a good knowledge of the foundation stage and provide an interesting range of practical activities. Planning is linked to the six areas of learning with the learning intention clearly identified. Staff make regular observations and assessments which enable them to build up their knowledge of how individual children learn and make progress. They are continuing to develop how this information is used to plan what children do next, to ensure that staff make the best of the activities to promote the learning of all children. Staff build trusting relationships with the children, encouraging them to try new activities in a supportive environment. Behaviour is good, staff regularly praise and encourage the children which promotes their confidence and self esteem. Staff use carefully framed questions to encourage children to think, communicate and to consolidate their learning. They are able to support children with special educational needs and children who speak English as a second language. Resources and accommodation are effectively used to promote children's learning.

Leadership and management is very good overall. The management committee and staff are very committed to the care and education of the children. Staff work very well together and are clear of their roles and responsibilities. They recognise that self evaluation enhances the quality of the provision.

The partnership with parents is very good. A good range of information is available to parents about the foundation stage. Parents are encouraged to help settle their child into the group and are given suggests about how to continue their learning at home. Systems to share records of children's achievements and progress with the parents are continuing to be developed.

What is being done well?

- Staff form good relationships with the children, who are friendly and happy. They intervene sensitively in the children's play offering ideas and questioning the children, encouraging them to talk and think about what they are doing. Staff consistently praise and encourage the children which promotes their confidence and self esteem. This provides children with a secure basis for taking part in new experiences and helps promote a positive view of themselves as successful learners.
- Staff make effective use of the local environment to develop children's interest in the area in which they live. They go on local walks, visiting places of interest such as the church, library, shops and café and learn about the roles of different people, such as the emergency services and the librarian.

Children have opportunities to observe growth as they plant vegetables on the allotment and explore the natural world as they collect leaves and search for bugs.

- Staff provide children with opportunities to explore their thoughts, ideas and feelings. Children immerse themselves in pretend play, which staff support with well resourced role play scenarios such as the farm shop, safari park and woodland area. They use their imagination as they play with small world resources, such as the dolls house. Children create pictures as they draw and paint, enjoy making up stories using the puppets and respond freely to different types of music with body movements.
- Staff provide children with a wide range of activities to enable them to practice their manipulative skills and develop their hand to eye co-ordination. Children demonstrate increasing skill and control in the use of mark making implements, construction sets and small world resources. They handle tools such as scissors, hole punchers and cutters with growing confidence. Children explore malleable materials as they poke, pat and squeeze the dough to achieve a planned effect.

What needs to be improved?

- continue to develop how information obtained from observation and assessment is used to plan what children do next, to promote the learning of all children
- systems to share records of children's achievements and progress towards the early learning goals with the parents.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the key issue raised at the last inspection. Resources have been extended so that children can learn to use information and communication technology and programmable toys to support their learning. Children enjoy trips to the local library to use their computers and show an awareness of the technology around them. For example, they use pre-programmable resources, telephones, cash registers and a tape recorder to support their learning during the pre-school session.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children take part in activities with interest developing a positive view of themselves as successful learners. They choose between activities, select resources for themselves, working effectively in a group and individually. Children develop very good relationships with staff and their peers. They behave well, show consideration for others, share and take turns. Children are developing their self care skills and show an interest in their local community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate with growing confidence. They recall past events, describe their experiences and suggest their ideas during imaginary play. Children listen to stories and look at books for enjoyment, showing an interest in the illustrations. They play games to begin to distinguish one sound from another with older children sounding letters of the alphabet. Children are developing their emerging writing skills, they make marks as they draw and paint and older children write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore number through a variety of songs, rhymes, games and simple problem solving. They count at every opportunity, recognise written numbers, solve problems and use calculation. Children investigate the properties of different shapes as they use construction materials. They make patterns and re create sequences using the peg boards and explore capacity as they play with the water and sand. Children use mathematical language to describe and compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in the world around them, they go on local walks, visit places of interest and enjoy visits from the emergency services. They note changes in the weather, observe growth and learn about living things. Children carefully make models out of construction sets and recycled materials using a range of tools effectively. They use technology to support their learning, recall past events and develop an awareness of other cultures through the celebration of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence, control and co-ordination negotiating space successfully. They balance on the beam, run, throw hoops, crawl through the tunnel and peddle cycles, altering speed and changing direction. Children enjoy ring games and respond to music with body movement. They are developing their understanding of keeping healthy and their own personal needs. Children handle an interesting range of materials, tools and small world equipment, their manipulation skills are good.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide variety of media and materials, they make marks on paper, explore and differentiate colours and investigate different textures when creating collages. They learn about form and shape by modelling with the dough and with recycled materials. Children sing enthusiastically and explore how sound can be changed using musical instruments. They immerse themselves in imaginary play enjoying construction sets, small world resources and varied role play scenarios.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

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.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- continue to develop how information obtained from observation and assessment is used to plan what children do next, to promote the learning of all children
- continue to develop systems to share records of children's achievements and progress towards the early learning goals with the parents.

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.