



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 302008

DfES Number: 520515

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Carol Eaman

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wilsden Pre-School
Setting Address	Village Hall Townfield, Wilsden Bradford West Yorkshire BD15 0HT

REGISTERED PROVIDER DETAILS

Name	The Committee of Wilsden Pre School 102708
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ORGANISATION DETAILS

Name	Wilsden Pre School
Address	Village Hall Townfield, Wilsden Bradford West Yorkshire BD15 0HT

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

Wilsden Pre School was registered in 1976 and operates from the premises of Wilsden Village Hall in Wilsden, Bradford. It is managed by a committee. Children come from the local area and nearby villages.

A maximum of 26 children may attend the pre-school at anyone time. It opens each weekday from 09:00 to 11:30 and 12:45 to 15:15 during term time only.

All children share access to a secure enclosed outdoor play area.

There are currently 61 children aged from 2 to under 5 years on roll. Of these 40 children receive funding for nursery education. The pre-school supports one child with special educational needs.

Children attending the group are accommodated in the playroom for daily play activities and they use an adjoining room for construction activities and registration. The group has use of a kitchen and toilet and hand washing facilities also situated on the same floor.

Nine staff members are employed to care for the children, all of whom have gained appropriate childcare qualifications. Teacher support has been accessed through the Early Years Development Partnership and links with the local school. Further support is gained from the Pre-School Learning Alliance. The group have essential partnerships with outside agencies to assist with special needs children.

The pre-school is working towards completion of the Pre-School Learning Alliance 'Quality Assurance Scheme' in January 2005.

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

How effective is the nursery education?

Wilsden Pre-School provides high quality nursery education. Children make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff's knowledge of the Foundation Stage curriculum enables them to plan interesting topics to detail. Plans are written for the long, short and medium term. They cover all the early learning goals and are adapted to meet the differing needs of the children. Staff use appropriate teaching methods to support all children including those with special educational needs and they establish clear ground rules for behaviour. This results in caring individuals who are respectful, polite and willing to follow simple pre-school rules.

Staff make good use of time and constantly improve resources to enhance learning, currently they are searching for new multicultural jigsaws. They monitor children's progress regularly along the stepping stones of the early learning goals and this enables them to know when to extend children's learning, moving them to the next stage in their development.

Leadership and Management of Wilsden Pre-School is very good. Experienced staff work closely with the committee to ensure that the provision is of high quality, putting clear aims into practise. Staff welcome advice and support from other professionals and they regularly attend training. They identify their own strengths and weaknesses, realising that self-evaluation is the key to success and they show commitment to future improvements.

There is a very good partnership with parents and there are strong community links. Parents are provided with detailed information about the pre-school and are made very welcome. Some serve on the committee and others support topics at home. Parents can discuss their child's progress regularly and share their assessment files through a key-worker system. Parents have a high opinion of the pre-school and value the dedication of the staff.

What is being done well?

- Staff work closely with the committee to ensure that high standards are maintained. They are clear about their roles and responsibilities and put appropriate aims for children's learning into practise.
- Staff teach children very well, showing a thorough understanding of how children achieve and progress in their learning. They provide good levels of support to all children including those with special educational needs.
- There is excellent emphasis on the development of reading and writing skills and the expression of imaginary ideas through role-play. Children speak with confidence in large or small groups and show awareness of others by

listening when appropriate.

- Children display a very good understanding of numbers, shape and pattern and they use this knowledge frequently in their daily activities to solve simple mathematical problems.
- There is a strong partnership with parents and the pre-school has developed close links with the local school which leads to a smooth transition between home, pre-school and reception class.

What needs to be improved?

- the children's awareness of what happens to their bodies when they are active
- the resources to promote multicultural awareness.

What has improved since the last inspection?

Very good progress has been made since the last inspection when three key issues were raised. These required the group to: improve the planning of the educational programme; make art and craft materials freely accessible to children; ensure that parents have regular opportunities to discuss their child's progress.

A new detailed planning system has been implemented which all staff contribute towards. Plans now clearly link to the early learning goals and show how activities can be adapted to meet the differing learning needs of the children.

An art and craft area has been established. Children now freely access a wide range of textures, materials and appropriate equipment such as glue spreaders or scissors, enabling them to spontaneously engage in creative work.

Key-workers regularly invite parents in to the pre-school to discuss their child's progress. Staff hold coffee mornings on Saturdays and have other open days for the benefit of working parents. Parents are always welcome in the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly on arrival and show interest and enthusiasm in the learning activities. They interact well together and are forming good relationships with adults who give all children appropriate levels of support. Children make independent choices as they play and manage their personal needs well. Their behaviour is excellent. They show sensitivity to the needs of others and have very good manners. The children display a happy, positive approach to learning and have high self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express their views confidently and frequently learn the meaning of new words. They listen attentively to stories and can predict what happens next, or guess missing words. The emphasis given to linking sounds and letters in all areas of play results in children who have a sound foundation on which to build early literacy skills. Three year olds attempt mark making in the 'office' and a four year old successfully copies a full sentence under her picture with good letter formation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's counting skills are strongly developed during daily routines and adult-led activities. Children use language well to describe shape, position and size as they recognise and repeat patterns using exciting materials such as jelly cubes. Three year olds attempt to recognise numerals 1-5 on numbered 'Elmer' elephants and four year olds identify 1-10. Children solve problems as they assemble shape stacking toys or measure ingredients to make playdough adding 'more' flour to the mixture.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children eagerly investigate objects using all of their senses. They question how things work and are keen to operate sand wheels, calculators and telephones. Large recycled boxes provide endless fun as children build houses together and they join and fasten smaller objects with increasing skill to make models. Children enjoy interesting visits from people who bath babies or bring owls to the pre-school and they often experience special events in the nearby primary school such as music days.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with good co-ordination and control as they ride on bikes, jump over bars, balance on stilts and use bats and balls. They show awareness of space and others as they imaginatively re-enact stories to music. Hand -eye co-ordination is developed as children use scissors or strike chimes on a musical washing line and three year olds concentrate well to place pegs in boards, All children eat fruit and learn about healthy food. They sometimes talk about how exercise changes their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children freely access art and craft materials and have good opportunities to learn about colours and textures as they paint, make playdough or 3D models. They are highly imaginative, engaging in lively role-play which involves emergency rescues or 'rush job' pizza deliveries to Snow White! Obvious enjoyment is shown when singing or dancing to music of differing tempos and children's sensory awareness is promoted as they taste unusual foods or handle colourful, soft, sticky jelly cubes.

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 the following:
- increase the children's awareness of the changes that happen to their bodies when they are active
- continue to search for multicultural jigsaws that are more interesting and appropriate for the 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.