



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220237

DfES Number: 510049

INSPECTION DETAILS

Inspection Date	25/11/2002
Inspector Name	Rachael Ann Mankiewicz

SETTING DETAILS

Setting Name	Bugbrooke Playgroup
Setting Address	The Village Hall Bugbrooke Northamptonshire NN7 3PA

REGISTERED PROVIDER DETAILS

Name	Ms Shona Thomas
------	-----------------

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
Bugbrooke Pre-school meets in the village hall Monday to Friday mornings during school term time. This well established group has been registered for a number of years and is the main user of the building. The premises comprise of a big room, smaller room, 2 cloak rooms, kitchen and enclosed secure outdoor play space. The setting is community based with charitable status, it is managed by a committee of parents of the children attending. There are currently 35 children on the register including 2 three olds and 2 four olds who are in receipt of nursery grant funding. There are no children attending with identified special needs or who speak English as an additional language. Children come mainly from Bugbrooke and surrounding villages. The staff team consists of 2 joint persons in charge, a deputy and three assistants, who are responsible for planning and organising the play/learning activities. Staff hold appropriate qualifications depending on their level of responsibility. On going training is encouraged and supported. A Key worker system is in place. Staff training and support is provided by Northamptonshire Early Years Development and Childcare Partnership. The setting is in the process of accreditation through the Pre-school Learning Alliance.

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

How effective is the nursery education?

Bugbrooke pre-school provides a happy and welcoming environment where children make generally good progress towards the early learning goals. Progress in personal social and emotional development is generally good as a result of direct involvement of staff with children. Staff engage the children's interest, foster independence and self-esteem and encourage enjoyment from learning. The quality of teaching is generally good. Staff have a sound understanding of the foundation stage and provide a broad range of practical activities to help children learn. Planning and assessment schemes generally provide a suitable structure to help children progress. However, the opportunity to explore ideas and sufficient challenge for more able children is inconsistent. The full range of freely chosen activities and daily routines are not being used effectively to develop and consolidate children's understanding of mathematics. Staff work alongside the children and have high expectations of their behaviour. This has a positive influence in the setting. The joint person in charge is the special needs co-coordinator, but no children with identified special needs currently attend. The staff team work well together. A high adult child ratio is maintained due to the voluntary help of parents and carers. The leadership and management of the setting is very good. The management committee and persons in charge have a strong commitment to develop and improve. Staff training is encouraged and supported, training records are regularly reviewed. Few changes in the core staff team provides consistency and stability. A key worker system is in operation. The partnership with parents and carers is very good. The setting is managed by a committee of parents which has overall responsibility. The day to day organisation and running of the sessions is delegated to the staff team. The nominated person has regular contact with the joint persons in charge.

What is being done well?

Children's personal, social and emotional development is generally good. They are confident, enthusiastic and interested, use initiative, are able to work on their own and in a group. Behaviour is very good. Staff provide a broad range of well planned learning experiences which reflect the early learning goals. Teaching supports and develops children's communication, language and literacy. As a result children initiate conversations, listen and respond positively to verbal instructions and enjoy listening to stories. They attempt to write their name and make marks. A sound management base and the quality of leadership ensures continual improvement through useful monitoring and commitment to staff development. The partnership with parents and carer is very good -from management of the staff and setting as above through to communicating with individual parents and carers and keeping them aware of their children's progress. Staff work well as a team, they work alongside the children and show consistent interest in the children and what they are doing. They encourage an element of fun in children's learning.

What needs to be improved?
Staff's general understanding of maths regarding use of language and concepts associated with various activities. The use of freely chosen activities and daily routines to extend children's learning.

What has improved since the last inspection?
Overall the setting has made generally good improvement since the last inspection. Staff have attended training linked to early learning goals, planning and practice, including assessment, review and revision. This is reflected in the planning and assessment framework, which is clear and informative. On going review, training and input from advisory teacher is anticipated. The setting is currently undergoing PSLA accreditation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children's learning in the area is generally good. Children develop good relationships with adults and peers. They develop high levels of concentration and perseverance. They are confident and work well independently and in groups. Their behaviour is very good.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's learning in this area is generally good. They are enthusiastic and develop language, listening, emergent writing and reading skills. Involvement in imaginative play develops listening, language and improvisation. Good use is made of books and the children's interest in them. Children may take books home to share with the family.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's learning in this area is generally good. Children are developing number skills by counting items and matching numbers. They compare shape and size through practical activities and matching games such as dominoes. Good one to one activities extend children's understanding of adding one more. However, they do not often develop or consolidate mathematical learning through everyday play activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's learning in this area is generally good. Children take part in a variety of activities and show curiosity about how things work. Explore and investigate different materials and situations. They begin to learn about the wider world by showing interest and talking to visitors "who help us" from their local community. There is not always sufficient challenge in some activities for more able children.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's development is generally good. They move freely with pleasure and confidence to different activities. They persevere and develop hand-eye co-ordination, use equipment safely and with increasing control. Staff are aware of and meet the needs of left handed children. Staff support children in their use of the climbing frame. Children develop good spatial awareness.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress is generally good. Children use their imagination to play, co-operatively and alone. They use available resources to create 'props' to support	

role play. They join in songs, dancing and ring games. Through planned activities children express their likes and dislikes. However there is not always sufficient challenge in some activities for more able children.

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

Y

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
1.Increase staff's knowledge of how to use everyday activities and routines to develop and consolidate children's understanding of mathematics. 2.Ensure the more able children are provided with sufficient challenge across the areas of learning.