



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119301

DfES Number: 514995

INSPECTION DETAILS

Inspection Date 15/10/2004
Inspector Name Glenda Pownall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name South Hill Park Pre-School
Setting Address Leppington
Birch Hill
BRACKNELL
Berkshire
RG12 7WW

REGISTERED PROVIDER DETAILS

Name The Committee of South Hill Park Pre School 1023654

ORGANISATION DETAILS

Name South Hill Park Pre School
Address Lepington
Birch Hill
Bracknell
Berkshire
RG12 7WW

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

South Hill Park Pre-School opened in 1974 and operates from 3 areas in a purpose-built building. It is situated in the Birch Hill area of Bracknell. A maximum of 30 children from 2 to under 5 years may attend the nursery at any one time. The nursery is open each weekday from 09.05 to 11.35 and 12.30 to 15.00 term time only. Generally, younger children attend the morning sessions and four-year-old children attend the afternoon sessions. All children share access to a secure enclosed outdoor play area.

There are currently 76 children on roll. All these children receive funding for nursery education. Children come from the local and surrounding areas of Bracknell. The nursery currently supports a number of children with special educational needs, and supports a number of children who speak English as an additional language.

The nursery employs nine staff. The manager and three staff hold appropriate early years qualifications. There are three staff working towards a qualification.

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

How effective is the nursery education?

South Hill Park Pre-School provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

Teaching is very good. Staff have good knowledge of the early learning goals. They plan an effective programme, which provides sufficient challenge for all children and promotes learning in all areas. However, children are not always able to use their own ideas in art activities and younger children do not have the same chances to practise writing their name. There is a well-organised key worker system in place. Recorded observations chart children's progress and identify their next steps in learning. There is an effective system in place to support children with special educational needs. Staff management of children and their behaviour is excellent.

Leadership and management are very good. Sessions are well organised and provide a stimulating environment in which children can learn. Staff know their roles and work very well together as a team. They are effectively deployed throughout the session to support children's learning. There is an efficient system in place to monitor the effectiveness of the education programme. The manager has identified areas for improvement and how these will be implemented. The supportive parent committee provides funding for training and new resources. Staff induction and appraisal systems are in place. Staff are encouraged to identify and attend training to further their development and extend their knowledge of early years education.

Partnership with parents is very good. The setting provides good quality information for parents regarding the routines and curriculum offered. There is an effective system in place to keep parents informed of their child's progress along the stepping stones. Parents can be involved in the setting through the parent rota and the parent committee. Parents spoken to state they are happy with the education their children receive.

What is being done well?

- Children have outstanding opportunities to use a wide variety of resources to design and make things. They build and design using their own ideas, modifying and adapting the models as they construct to obtain the desired outcome.
- Staff management of children and their behaviour is excellent. They interact well with the children offering praise and encouragement throughout the sessions. Children's behaviour is very good.
- Leadership and management are very good. Through effective teamwork, support and planning there is a commitment to improvement of quality in care and education.

- Staff take every opportunity to reinforce and increase children's phonic awareness. Children are able to identify the initial sound of their own names.
- Parents are kept very well informed of their child's progress. Parents are encouraged to share in their child's progress through helping in sessions via the parent rota and half termly meetings with the key worker. Parents of children attending the afternoon sessions also receive a termly report.

What needs to be improved?

- the opportunities children have to freely express their own creativity in art activities
- the chances that children attending the morning sessions have to attempt to write their names.

What has improved since the last inspection?

The improvement since the last inspection is very good. Sessions are organised to provide activities that meet the needs of children attending. Staff extend and adapt activities to meet the needs of more or less able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form warm relationships with each other and staff. They speak confidently in group situations such as registration time. Well-planned sessions ensure younger children have daily opportunities to choose in which activities they participate. Older children choose resources for themselves. Children demonstrate good concentration and perseverance skills during activities, completing puzzles, worksheets and construction activities. Children share resources, take turns and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language confidently during imaginary play and to retell events in their own lives. They access a wide range of activities to develop mark-making skills. Older children regularly practise writing their names. Many can write their name and other words using clearly recognisable letters. Children have excellent opportunities to increase and reinforce their phonic awareness. They enjoy listening to stories and looking at books. Staff are available to read stories during the session.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count to 10 and beyond. They recognise numerals 1 to 9. Staff reinforce children's understanding of positional language through fun activities such as action songs. Children develop an awareness of addition and subtraction whilst singing number songs and solving problems as part of the daily routine. For example, adding on 1 more to the number of children already present. Children use mathematical names for flat shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop an increasing knowledge of the world around them through a wide range of interesting activities. They investigate changes that happen to substances such as jelly. Children have regular access to a computer with adult support. They can click and drag the mouse to complete simple programmes. Children have excellent access to an outstanding range of resources with which to construct. Children are becoming aware of customs of their own culture and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a broad range of activities to build up large-muscle skills. They move confidently with control. They develop skills in climbing, balancing and pedalling. Children gain knowledge about good hygiene routines. For example, they change clothes for physical education sessions. Children have good access to a wide variety of resources to develop small-muscle skills. They manipulate tools such as scissors, paintbrushes and pencils with increasing control and dexterity.

CREATIVE DEVELOPMENT

Judgement: Very Good

The home corner takes on many different roles enabling children to use their imagination and develop stories. Children access a wide range of media including junk modelling, water, sand, paint and play dough. They are not always able to explore and express their own ideas in art activities. Children enthusiastically sing songs and rhymes from memory. Regular planned activities allow children to use musical instruments and develop rhythm.

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:

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- the extension of opportunities for children to freely express their own creativity in art activities
- further chances for children attending the morning sessions to attempt to write their names.

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.