



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 953368

DfES Number: 541085

INSPECTION DETAILS

Inspection Date	17/09/2004
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	South Bretton Pre-School
Setting Address	Middleton Primary School Middleton South Bretton Peterborough PE3 9XJ

REGISTERED PROVIDER DETAILS

Name	The Committee of South Bretton Pre School 1029295
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ORGANISATION DETAILS

Name	South Bretton Pre School
Address	Middleton Primary School Middleton South Bretton Peterborough PE3 9XJ

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 Bretton Pre-School, Middleton, opened in September 2001. It operates from a classroom within Middleton Primary School in South Bretton. The group also have use of other rooms within the school for specific activities. The Pre-school provides a service to families living in the local area for children between the ages of 3 years 6 months to school age.

There are currently 38 children on roll, all of whom are funded three year olds. The group are not currently supporting any children with special needs or children who speak English as an additional language.

The Pre-School opens Monday to Friday 9.00 am to 11.30 am and 12.30 pm to 3.00 pm. Each weekday a lunch time session is offered between 11.30 to 12.30 pm. Children can attend morning or afternoon sessions as well as all day.

Four staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3.

The setting receives support from an Early Years Pedagogical Teacher and a Childcare Advisor from the local Early Years Childcare and Development Partnership.

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

How effective is the nursery education?

The provision for nursery education at South Bretton Pre School, Middleton, is of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff are very secure in their knowledge of the early learning goals. They effectively interact with the children and use open ended questions which encourages the children to use their own ideas. Plans are comprehensive and link effectively into the six areas of learning and the stepping stones. Short term plans are based on what the children need to learn next and show extensions for the more able child. Staff complete regular assessments on the children which gives a clear picture of individual children's learning. They act as good role models and consistently reinforce the settings rules and boundaries. Good use is made of resources to help extend the play.

The leadership and management is very good. Staff and committee meet regularly to discuss the running of the group. Staff have annual appraisals and are encouraged to identify their own training needs. The group invites parents to make comments regarding the quality of the group via questionnaires. Staff seek and use advice from external sources and have completed an approved accreditation scheme.

The partnership with parents and carers is very good. Staff have good relationships with the parents who receive comprehensive information about the group. They are regularly update of events and activities through the notice board and newsletters. Parents are welcomed into the group and are involved with their child's learning. Staff offer six monthly feedback meetings when parents can discuss their child's progress towards the stepping stones.

What is being done well?

- Children's mathematical skills are well fostered through planned activities and use of daily routines. Children are confident at using numbers in their play and staff help to extend their mathematical vocabulary.
- Children's personal, social and emotional development is well fostered. Children are confident and show good concentration skills. Staff provide a warm and caring environment where children can feel relaxed and settled.
- Staff work well as a team and are supportive of each other. They are aware of the roles and responsibilities during the session.
- Staff clear understanding of the early learning goals leads to well planned activities which engage the children's interest. They use good questioning techniques to encourage the children to think for themselves.

What needs to be improved?
<ul style="list-style-type: none">● the use of small groups to encourage children to share views and opinions.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and keen to attend the group. They have good relationships with the staff and each other. They treat their friends with respect and consideration as they celebrate birthdays and special festivals. Children are learning to share and take turns. They understand right from wrong and help staff to tidy up the equipment. They show concentration and perseverance when completing tasks. Children have the opportunity to work independently and use their own skills in their tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy looking at books and attentively listen to a range of different stories. They have a good understanding that print has meaning as they make marks on paper and write their name with magnetic letters. Children are able to link sounds with words, several children know the sound of the initial letter of their name. Older children are able to write their names. Children enjoy sharing their views and opinions although there are limited opportunities for this to occur in small groups.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to develop their mathematical skills. They are very competent at using numbers in their play. They talk about how many wheels they have and how many more they need. Children appropriately use mathematical language to express size and quantity. They recognise when two objects are the same and can sort, match and recreate patterns. Children are beginning to use mathematical knowledge to work out simple problems. They are effectively introduced to shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in a range of activities which enables them to investigate and explore living and man made materials. They are able to look at real and plastic animals, go for walks to collect leaves and twigs and taste soups and pancakes. They are effectively introduced to other cultures and traditions as they handle chopsticks, make Diva lamps and Easter bonnets. Children successfully build and construct using a range of different materials and are aware of how to everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show control and co-ordination as they move both indoors and outside. They can pedal bikes, climb up steps and successfully bounce on the trampoline. They take part in movement and use their bodies to pretend to be caterpillars turning into butterflies. Children effectively use a range of equipment to help both their large and small muscles. They hammer nails, use rollers and cutters and dress and undress dolls. Children are developing an awareness of the importance of good hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to experiment with different materials such as play dough, cornflour and soil. They are able to use their senses as they make Diwali sweets, prepare instant whip, taste different fruits, listen to musical instruments and handle clay. Children effectively use their imaginative ideas in the different role play scenarios and with small world equipment. They enjoy using their voices to sing songs and listen and move to different styles of music.

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 weakness to report, but consideration should be given to improving the following;
- extend opportunities for children to share their ideas and views in small groups.

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.