



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107107

DfES Number: 514274

INSPECTION DETAILS

Inspection Date 02/02/2005
Inspector Name Mo Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name White Tree Pre-School
Setting Address 4 North View
Westbury Park
Bristol
Avon
BS6 7QB

REGISTERED PROVIDER DETAILS

Name The Committee of White Tree Pre-School Committee

ORGANISATION DETAILS

Name White Tree Pre-School Committee
Address 4 North View
Westbury Park
Bristol
Avon
BS6 7QB

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

White Tree Pre-school has been open since 1993. It operates from the first floor hall of Westbury Park Methodist Church and is managed by a committee from the church. The pre-school also has strong links with Westbury Park School.

Opening times are Monday to Friday, from 09:15 to 12:00 during term times only. There is one afternoon session held on Thursdays, from 12:30 to 15:00. Registration is for no more than 26 children aged 3 to 5 years. Eleven funded three-year-olds and nine funded four-year-old children attend the group.

The manager is a trained teacher and several other staff have level three qualifications in child care and education. They have some support from the EYDCP.

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

How effective is the nursery education?

White Tree Pre-school provides very good quality nursery education and children make very good progress in all six areas of learning within the Foundation Stage Curriculum. Of particular note are the children's strengths in mathematics and language development as well as their social skills.

Teaching is very good. Staff have a profound understanding of how to help children progress towards the goals set for early years education. They undertake training and can learn by observing more experienced colleagues. Plans cover all six areas of learning and ensure there is a well balanced programme of activities. Many worthwhile and imaginative activities are provided such as making fruit salad from exotic fruits and role-playing 'a green grocer's shop'. Assessments are based on very careful observations of each child's progress, and the next steps in learning are set for individuals as a result of this information. Staff adapt activities to extend or support children according to their needs, but these details are not noted in the written plans. Children with Special Educational Needs and those learning English are well supported. Staff use time and resources well. They group children effectively and are adept at encouraging children to join in activities, while leaving plenty of time for children to make independent decisions. Behaviour management is strong as staff are good at helping children to negotiate with each other.

Leadership and Management are very good. The Chairperson is actively involved and is a supportive and positive influence; the Play leader guides and supervises effectively. Staff are aware of the strengths and weaknesses of the setting and try a variety of approaches and solutions.

Partnership with parents is very good. They are well informed about their child's progress and their current activities. Parents support learning by sending in items to illustrate the letter of the week and by discussing and celebrating the things children make.

What is being done well?

- A good social atmosphere has been created and this enables children to make a very good start to learning, they are able to listen and co operate well with each other and staff.
- Vocabulary and language are well developed by staff through skilful modelling and questioning during activities and role-play, as well as through the use of well chosen books and stories.
- Mathematical language and ideas are integrated into most activities and children are gaining an early ability to solve simple problems, some manage this in quite abstract ways, for example by remembering to add the member of staff who left the room to the total on the premises.

- Children's knowledge, and their awe and wonder at the world around them, is fostered by the sensory garden built by the community for the group. They use this and many other resources in very imaginative and creative ways.
- There is strong leadership and this enables the setting to evaluate its' practice and to continually develop and improve.

What needs to be improved?

- the checks made to ensure all children, no matter what their pattern of attendance, have access to the computer and other programmable toys and equipment
- the clarity in the written planning so it shows the way the various children's needs will be met by the activities, this is especially so any supply teachers or helpers know how to help each child fully.

What has improved since the last inspection?

At the last inspection the setting was asked to improve the provision for mathematics and to help children understand more about their bodies and health. Very good progress has been made on this and indeed mathematics is now a strength of the setting. Staff, through in-house training, have learned how to incorporate more mathematical ideas within the everyday play activities, as well as in more structured ones. Children now show confidence and pleasure in solving problems such as those presented to them about four bricks, stacked in various ways, in their discussion time. They play games and have topics, like that on fruit, that promote their knowledge about how to look after their bodies.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle easily each day. They are enthusiastic and are keen to try the activities. They concentrate well, some for protracted periods. Children are able to make choices and are confident to express their opinions and ideas. Relationships in the group are good. They readily approach staff for help and are mindful of what they are told is right and wrong. They are mostly considerate and take turns well. Their self-help skills are good. They learn appropriately about other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently converse with staff and each other. They learn new words like passion fruit and eagerly discuss what they see and do. They express their ideas and feelings clearly. Knowledge of letter sounds is good. For 'g' they identified both garlic and ginger. Older ones detect the different sound of the 'g' in giraffe. Many children make recognisable letters and write their names. They use books well and some can make predictions about the stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a clear idea of numbers and their meaning. They can recognise numerals to nine and some larger numbers related to those present- such as sixteen. They know their shapes and enjoy measuring 'long' pieces of tape and finding the 'smallest' strawberries. Some can discuss a variety of ways of solving problems and have discovered two ways of making diamond shapes with their fingers when singing songs involving shapes. They weigh and measure in sand play and when cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Early scientific concepts such as magnets attracting and repelling are explored through activities. They look closely at the natural world both in their garden and when cutting up fruit and looking at the seeds. The routines of the day give children a good idea of passing time and they observe and record the weather daily. They learn about other cultures and know for example, that people have different ways of carrying objects. They enjoy IT but access is slightly limited.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the setting. They are encouraged to develop their throwing skills with balls. They improve their balance by walking with bean bags on their heads in games. There are opportunities to find out what their bodies can do and how to look after them. Some can wink and hop. All are becoming adept with using tools, including using table knives and scissors under supervision. They manipulate objects well as they construct all sorts of items and use play dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's senses are stimulated and they enjoy tasting various things they make. They are constantly creative, their games evolve and they are well supported by staff as they role-play 'shopping' and 'taking their babies for walks'. They use the varied art materials with interest and concentration; trying different techniques like using fingers to make swirls in the paint. They dance imaginatively with paper props to evoke the idea of rainbows.

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 clarity in the written planning to show the way the children's needs will be met by the specific activities provide each day, especially so any supply teachers or helpers know how to help everyone fully.

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.