



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141894

DfES Number: 523658

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Bow Brickhill Pre-school
Setting Address Church Hall
Church Road, Bow Brickhill
Milton Keynes
Buckinghamshire
Mk17 9JT

REGISTERED PROVIDER DETAILS

Name The Committee of Bow Brickhill Pre-school

ORGANISATION DETAILS

Name Bow Brickhill Pre-school
Address Church Hall
Church Road, Bow Brickhill
Milton Keynes
Bucks
MK17 9JT

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

Bow Brickhill Pre-School has been open since 1990. It operates from a church hall in the village of Bow Brickhill, Milton Keynes. A maximum of 20 children may attend the pre-school at any one time. The group is open each weekday from 09.15 to 12.00 with an optional lunch club from 12.00 to 13.00. An afternoon session is offered on a Monday from 12.30 to 14.30 and a holiday scheme during the school summer holidays.

There are currently 33 children aged from 2 to under 5 years on roll. Of these, 22 children receive funding for nursery education. Children come from the local and surrounding areas.

The pre-school employs one full time and nine part time members of staff. Five of these have appropriate early years qualifications and three others are to begin working towards a relevant qualification.

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

How effective is the nursery education?

Bow Brickhill Pre-School provides good quality nursery education, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have an understanding of the early learning goals and make regular observations of children's attainment. They are not confident about linking observations into the Foundation Stage stepping stones to enable ongoing progress to be easily identified. Curriculum plans cover all areas of learning, although not all aspects of mathematics are fully covered. Staff use a good balance of teaching methods to motivate children's learning, using time and resources wisely. They manage children's behaviour very well. Good support is given to younger children and the more able are extended through one to one work and focused activities.

Leadership and management of the pre-school are generally good. Staff meet regularly and plan activities in advance; focused activities have clear learning objectives. However, the variety of planning methods used can be confusing and sometimes leads to staff being uncertain as to what system is being followed. There is a daily operational plan with staff assigned specific responsibilities; staff deploy themselves effectively to support children's learning. Activities are evaluated thoroughly, and there is an informal evaluation of the overall provision but this is not effective in highlighting weaknesses in planning.

Partnership with parents is very good. They are given good information regarding the educational provision, receiving regular newsletters and information is available daily on the notice board. Parents have access to their own child's records and can speak to staff privately to discuss progress. They are invited to take part in a rota to help with activities and can support their child's learning through work which their child may wish to take home.

What is being done well?

- Staff provide interesting and well resourced activities to engage children's enthusiasm for learning. Children are eager to try all of the activities, for example learning to use reference books to examine differing types of houses before designing their own. Whilst playing in the 'stable' they make appointments in the diary, sweep the floor with a broom and learn about the importance of wearing hats whilst riding.
- Children play well together and have a very good understanding of how to work as a group. Staff offer consistent guidelines and give clear explanations to enable children to share tasks and respect other's feelings.
- Staff use a variety of teaching methods to maximise children's learning. Key workers extend skills through one to one work with specific children and plan

group activities each week for all of the older children. Staff use daily activities, such as registration and snack time, to reinforce learning for all children.

- A broad range of planned activities are offered to aid children's physical development with access to outside facilities throughout the year. Indoor activities promote good hand/eye co-ordination and there are regular musical movement sessions to enable children to learn about using space around them and how to control movement.
- Children are confident about using basic technical equipment to support their learning. They can control the computer mouse, operate programmable toys and learn that magnets will only pick up metal, selecting teaspoons from a variety of differing objects.
- Parents are welcomed by staff as important partners in their child's learning. They are given regular information about what activities are being offered and are able to contribute additional resources if they wish. Staff are available at the beginning of each session for relevant information to be passed on and parents can ask key workers about their child's progress.

What needs to be improved?

- planning of activities to enable children to understand basic calculation
- staff's confidence regarding Foundation Stage stepping stones so that observational recordings can be made against these to clearly identify children's ongoing progress
- the overall system of planning activities, and evaluation of the provision, to ensure it is clear and effective.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff have included planned activities and many opportunities for children to practise writing skills and linking the sound and shape of letters. As well as doing focused work, children practise writing during role play and identify their name card when the teacher sounds out the first letter.

The pre-school were asked to develop observational recordings and evaluation procedures to inform the planning of activities in all areas, and there has been some progress on this. Focused activities are evaluated and staff make regular observations regarding children's attainment. However, these are not recorded effectively to enable staff to plan activities for all aspects of learning, especially with relation to mathematics.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very enthusiastic and motivated to learn, concentrating and persisting to complete difficult puzzles. Children are confident about expressing their needs and they are becoming personally independent, choosing activities and resources themselves. They behave well, learning to listen attentively in a large group, forming good relationships with others and sharing resources. Children show a pride in their work and a respect for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate their ideas and feelings and are extending their vocabulary. Children are able to link the shape and sounds of letters and can recognise their own name, practising these skills daily. All are practising emergent writing skills, drawing circles and lines and making marks on paper during imaginary play. The more able are forming correct letters and writing their own name. Children enjoy story books and handle them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count and recognise numbers and are able to relate numbers to items. They are not confident in basic calculation and there are limited opportunities for them to practise or extend these skills during practical activities. Children use mathematical language appropriately and have an understanding of measure, knowing which objects are heavy or taller than others. They can recognise and name shapes, sort and match by number and colour, and recreate pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and examine objects and features of the world around them, using technical equipment to aid their learning. They design and construct using differing materials, making houses from cardboard, straws and coloured paper. They discuss events in their lives and have an understanding of time. Children observe their surroundings and have an awareness of their own culture and beliefs and those of other people, for example they learn about Shrove Tuesday and Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are gaining control and co-ordination of their bodies and an awareness of space around them. They can climb, balance, run and jump confidently. Children use small and large equipment with skill and safety, stapling paper lanterns together and steering bikes. They have an understanding of how their bodies grow and keep healthy through personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and differing mediums, mixing paint and fingering corn flour and water. They express their imagination in art, music and drama. Children draw their interpretation of cloudy days, enjoy singing favourite songs and enthusiastically take part in role play. Children express their emotions and respond to differing experiences appropriately. They use their senses to distinguish things, such as tasting differing foods and feeling for hidden objects.

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

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: THE KEY ISSUES

- ensure staff gain a sound understanding of the Foundation Stage stepping stones to enable observational recordings to be effectively used to indicate children's ongoing progress across all aspects of learning
- ensure activity plans cover all aspects of learning, especially basic number calculation, and develop overall evaluation to ensure planning is clear and effective.

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.