



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131529

DfES Number: 580397

INSPECTION DETAILS

Inspection Date 31/03/2004
Inspector Name Loraine Wardlaw

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bevois Town Community Pre-School (With extended Day Care Provisions)
Setting Address Cedar Road
Southampton
Hampshire
SO14 6RU

REGISTERED PROVIDER DETAILS

Name The Committee of Bevois Town Community Pre-School

ORGANISATION DETAILS

Name Bevois Town Community Pre-School
Address Cedar Road
Southampton
Hampshire
SO14 6RU

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

Bevois Town Community Pre-school opened in 1994. It operates from a detached classroom within the grounds of Bevois Town Primary School, Southampton. It is run by a voluntary committee and serves the local community.

There are currently 40 children aged from 2 to 5 years on roll. This includes 24 funded 3-year-olds and 15, 4-year-olds. Bevois Town Community Pre-school supports 2 children with special educational needs and 18 children who speak English as an additional language.

The pre-school offers sessional care and extended day care. They open five mornings and five afternoons a week, during school term time, with optional care offered during the lunchtime period. Sessions run from 9.00-11:30, 12:30-15:00 and the lunch session from 11:30-12:30.

There are four staff who work full-time, with the children, all of whom have early years qualifications to NVQ level 2 or above. The pre-school receives support from the Pre-school Learning Alliance and the Early Years Partnership. The pre-school subscribes to the High Scope educational approach.

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

How effective is the nursery education?

Bevois Town Community Pre-school provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals in mathematical, communication, language and literacy and physical development and very good progress the other three areas of learning.

The quality of teaching is generally good. Staff have a secure knowledge and understanding of the early learning goals, and plans cover all six areas of learning and the stepping stones. Staff provide an excellent indoor, learning environment for children, all of which they can easily access. Staff manage children's behaviour calmly and sensitively and place great value on the 'work' they produce. However, accessing the restricted outdoor play time, within the 'work time' leads to missed opportunities in the indoor continuous curriculum and disjointed learning for some children. Children with special educational needs and who speak English as an additional language are well supported, by staff and the community worker.

Leadership and management is very good. Team work is encouraged between staff and the setting regularly take part in internal training. A system for monitoring the curriculum has recently been introduced.

Partnership with parents and carers is generally good. Staff communicate regularly with parents and keep them updated of their child's developmental progress. Information about the setting and the educational provision is not currently given to parents. However, parents receive regular newsletters and an 'activities at home' sheet which gives ideas for parents and involves them in the children's learning.

What is being done well?

- Staff create a rich and stimulating environment where children learn through a wide range of practical play activities using quality resources and furniture.
- Children's personal, social and emotional development is very good. Children regularly take the initiative within the child-centred environment, selecting their own resources and managing their own tasks. They have an excellent awareness of the expectations within the setting. For example all children eagerly tidy up; they wipe the tables, sweep the floor in the home corner, put away the toys whilst singing the tidy up song.
- Children's knowledge and understanding of the world is very good. Staff provide many opportunities for children to explore and investigate. For example, they use wet and dry sand and look at the differences between fresh and artificial flowers.
- Creative development is very good. The well set up creative 'workshop' enables children to use their own imaginations using a wealth of materials, including both 2d and 3d resources. The drawing table fosters children's

interest; consequently good drawings are produced.

- Leadership and management is very good. The lead practitioner and the management committee are a successful team ; they are very committed to improving the setting further and whole heartedly support staff in their training and development.

What needs to be improved?

- the opportunity for children to understand and solve simple number problems in their play activities and within the daily routine; listen to stories and to write their own names
- written information given to parents about the pre-school and its educational provision
- the length of time children are able to access outdoor play and the opportunity for climbing and balancing.

What has improved since the last inspection?

Since the last educational inspection the setting has made generally good improvements. The lead practitioner has attended a four day Special Educational Needs course and regularly attends the local meetings. Dual language books have been bought for children where English is an additional language.

Children now have irregular use of the school hall for climbing and balancing activities, but are able to use soft play shapes indoors, which have recently been purchased.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well motivated; they plan their own activities and carry them out with enthusiasm. They are becoming confident; they initiate interactions with others and have a good sense of belonging. Children build positive relationships with staff and their peers. They behave well and are developing very good manners. Children are becoming independent learners.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speech and language. Some children engage easily in conversation with others. They are beginning to recall past experiences and the majority are able to say what toys they have played with during the session. Children are learning to link sounds to letters and enjoy rhymes and rhyming activities. They are beginning to form letters correctly. However, children have irregular opportunities to listen to stories and not all children are encouraged to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident at counting and the recognition of numerals. Some able children are being challenged in mathematics. Children learn about shape, size and quantity. There are lots of opportunity for pattern making. However, the understanding and solving of simple number problems is not sufficiently exploited for all children in everyday play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore natural materials and investigate objects. They build and construct to their own design from a wide range of resources and construction toys. Children show great interest in the computer and some children are confident at using the mouse. They are beginning to differentiate between past and present. Children learn about their local environment and the wider world. They learn about their own cultures and those of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with skill, particularly when using the tricycles. They have a good awareness of space. Children are aware of their own needs and are developing an understanding of healthy eating. They use a range of small equipment. Children handle a good variety of tools, including scissors confidently. However, climbing and balancing is currently not sufficiently exploited.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore media and materials, creating pictures and models of their own design. They join in with group singing sessions and have free access to musical instruments. Children use their imaginations during varied role-play and produce good drawings. They are beginning to respond to what they see, hear, touch and feel.

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

- increase opportunities for children in their play activities and within the daily routine, to understand and solve simple number problems; listen to stories and to write their own names
- produce a short prospectus for parents giving them information about the pre-school and its educational provision
- increase the length of time children are able to access outdoor play and include opportunities for climbing and balancing.

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.