



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251481

DfES Number: 521008

INSPECTION DETAILS

Inspection Date	26/11/2003
Inspector Name	Judith Marion Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Feoffment Pre School
Setting Address	Bridewell Lane Bury St. Edmunds Suffolk IP33 1RE

REGISTERED PROVIDER DETAILS

Name	The Committee of Feoffment Pre School
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ORGANISATION DETAILS

Name	Feoffment Pre School
Address	Bridewell Lane Bury St. Edmunds Suffolk IP33 1RE

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

Feoffment Pre-School is a committee-run group, with the head teacher as the chairperson. It is sited on Guildhall Feoffment Primary School grounds. It takes place in a mobile unit shared with the Skylarks Out of School Club. Part of the adjacent dining hall is used at times when there are over 16 children.

The pre-school receives children from Bury St. Edmunds and the surrounding areas. The group is registered to accept 26 children and is staffed by seven adults who are qualified or studying for their qualifications. Their policy is to take children from the age of two years and nine months until they go to school. The group has two sessions a day, from 9:00 - 11:30 and from 12:45 - 15:15, during term time. There are currently 83 children on roll.

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 Feoffment Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, communication language and literacy, and knowledge and understanding of the world. They make generally good progress in the three other areas of learning.

Imaginative activities are provided for the children and these motivate them and stimulate them to learn. Staff ask thought provoking questions which extend the children's thinking.

Children are well-behaved and confident. They are considerate of others and become increasingly aware of the world around them and of other people's needs.

The committee provides good support and children and staff are able to access resources through the school.

The good partnership with parents is evident in the positive responses received from parents.

What is being done well?

- Children are aware of their own community and learn about the needs and cultures of other people, treating them with respect. Older children are encouraged to help younger ones.
- Children interact and negotiate with others. They speak clearly and show an awareness of the listener.
- The children are aware of their own names and of letters of the alphabet. They are able to write their own names or are encouraged to try this in a manner appropriate to their ability.
- Mathematical language is used in practical activities such as wrapping presents or sorting socks.
- Children know about the uses of everyday technology, use the computer and are able to print their own pictures off.
- Children move confidently and safely. They have the opportunity to use resources and different play space in the primary school grounds.
- Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel through a variety of practical activities.
- Staff are good role models. They are knowledgeable about the Foundation stage curriculum and early learning goals and they are friendly, calm and patient.

- Staff extend children's thinking thorough appropriate questioning.

What needs to be improved?

- There are a lack of opportunities for children to make their own music and to explore how sounds can be changed. (Point for Consideration)
- Parents need more information about the early learning goals and greater involvement in their child's assessment. (Key Issue)
- Planning needs to be developed, in particular, long term plans.
- Assessments need to inform planning. (Key Issue)
- More staff, and parental involvement on the committee, would enable it to be more representative of the group. (Point for Consideration)

What has improved since the last inspection?

The pre-school provides plenty of opportunities for children to use technology and to explore the features of natural and man-made objects. Very good progress has been made in this area.

The pre-school provides many opportunities to develop an awareness, and understanding, of cultures other than their own. Good progress has been made in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in personal social and emotional development is very good. Children are confident in their interactions with each other and with adults. This was particularly evident when they went over to the school hall to practice their play. They are interested and motivated to learn. They are aware of their own community and learn about the needs and cultures of other people, treating them with respect. Older children are encouraged to help younger ones.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication language and literacy is very good. Children interact and negotiate with others. They speak clearly and show an awareness of the listener. (e.g. in the Christmas play) They are aware of their own names and of letters of the alphabet Children are able to write their own names, or are encouraged to try this, in a manner appropriate to their ability.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Children can count confidently in a variety of situations. Mathematical language is used in practical activities, such as wrapping presents or sorting socks, or linked with other topics when children are asked to find the largest item. Patterns are studied in a variety of topic-related activities. (S)

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children investigate objects and materials using all senses appropriately. The "senses" topic during the inspection was an excellent example of the stimulating activities provided. Children know about the uses of everyday technology, use the computer and are able to print their own pictures off (with help if necessary). Children learn about their local surroundings and about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good Children move confidently and safely. They have the opportunity to use resources and different play space in the primary school grounds. They handle tools and objects and malleable materials safely and with increasing control. However, they need more opportunities to learn bodily awareness, to recognise the changes that happen to their bodies when they are active and about staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in creative development is generally good. Children have opportunities to explore colour and texture through a wide range of imaginative activities.(e.g. making a 3D autumn tree).They respond in a variety of ways to what they see, hear, smell, taste, touch and feel through a variety of practical activities. (Cooking is a regular activity) However, there is a lack of opportunity for children to make their own music and to explore how sounds can be changed.	

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

- Provide more information about the early learning goals for parents and allow them greater involvement in their child's assessment. (Key Issue)
- Develop planning, in particular long term plans. Use Assessments to inform planning. (Key Issue)
- More staff, and parental involvement on the committee, would enable it to be more representative of the group. (Point for Consideration)
- Provide more opportunities for children to make their own music and to explore how sounds can be changed. (Point for Consideration)

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.