



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 137365

DfES Number: 521538

### INSPECTION DETAILS

Inspection Date 27/02/2003  
Inspector Name Laura Brewer

### SETTING DETAILS

Setting Name The Ark Pre-School  
Setting Address Bromley Christian Centre  
Bromley  
Kent  
BR2 9HA

### REGISTERED PROVIDER DETAILS

Name Mr R Hambleton

### ORGANISATION DETAILS

Name  
Address

## **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**

The Ark Pre-School is a privately owned, committee run group managed by the Bromley Christian Centre. It has been open for over 20 years and operates from the ground floor of the premises located in Bromley South. The Pre-school is registered for 24 children from two to five years; of these, no more than four may be under three years. Children are admitted from two and a half years. At present there are 42 children on the roll of whom 16 are funded four year olds and 20 are funded three year olds. Currently there is one funded three year old and two funded four year olds with special educational needs. There is one funded four year old who is learning English as an additional language. The playgroup is open from 9:30 am to 12:00 noon, Monday to Friday. On Thursday afternoons, a session is offered to the four year olds from 1:00 pm to 3:15pm. The facilities include a large hall, smaller adjoining room used for physical play and group times, kitchen and toilet provision. The group serves the local community where a range of ethnic and cultural backgrounds are represented.. There is a total staff team of seven, with a minimum daily attendance of four staff. Five of the staff have a recognised childcare qualification. The group has support from a qualified teacher through the Early Years Development and Childcare Partnership. Activities are planned in accordance with the Early Learning Goals for the Foundation Stage.

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

### How effective is the nursery education?

The Ark Pre-School is offering a good quality nursery education programme. Children are making generally good progress towards the early learning goals and effective support from staff ensures children make very good progress in mathematical development. Teaching is generally good. Staff have improved their understanding of the early learning goals and work calmly and positively with the children both individually and in small groups. Staff use questions to encourage children to think and demonstrate what they know. Observations of the children are used to plan effectively for the next stages of children's learning. However plans are not regularly evaluated to assess whether learning intentions are achieved. Staff deployment during larger group activities is not always effective in supporting the needs of younger three year olds or children with special educational needs. Leadership and Management is generally good. The overall aims of the group are communicated well amongst staff and parents. There is a calm and consistent staff group who all attend regular staff meetings and are involved in planning the curriculum. A new Chair of the management committee is working with the leader to evaluate general practice and identify areas for development. Staff deployment is generally good but is less effective during larger group activities and group milk times. The leadership has tackled the issues raised at the last inspection well and made good progress. However activities are not regularly evaluated to ensure they are meeting the needs of all children and not all parents have had the opportunity to access their children's records with staff. Partnership with parents is generally good. Parents are given a range of written materials about the group and are encouraged to get involved with trips and cultural activities. Not all parents are aware of their children's assessment records and their access to these.

### What is being done well?

\*Children show confidence and operate independently and in groups. They are aware of the routine of the day and show enthusiasm in tasks such as tidying up.  
\*Children's mathematical development is very good. They use mathematical language in play and understand and use size language. Children recognise shapes and use this knowledge to appropriately select shapes for construction and modelling. \*Staff are caring and communicate calmly and positively with the children. They use questions to encourage children to demonstrate what they know. Regular staff meetings encourage consistency of practice and involvement in curriculum planning. \*Children use and explore a range of materials in two and three dimensions. They engage well in role play with others, introducing simple story lines.

### What needs to be improved?

\*Parent's access to their children's records and opportunities to discuss their children's progress and next steps of learning. \*Staff evaluation of planned activities

to ensure learning intentions are achieved and activities meet the developmental needs of 3 year olds and children with special educational needs. \*Staff deployment and organisation at large group times to ensure all children are supported in their learning.

**What has improved since the last inspection?**

The pre-school has made good progress in planning activities to link with the early learning goals and a broader range of activities are now on offer to encourage all areas of development. Staff training in literacy and numeracy has had a positive impact on the children's progress, particularly in mathematical development. Planned activities are not yet regularly evaluated to ensure that learning intentions are achieved and that activities are meeting the developmental needs of all children. Although a child profile form has been introduced to obtain information on what children can do on admission to the group, parents are not always involved in the ongoing assessments of their child's progress.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. They show confidence and operate independently and co-operatively within the setting. Staff encourage the children's independence skills through giving them opportunities to be involved with the routine aspects of the session such as tidying up time. In large group activities staff deployment is not always effective in ensuring that all children are able to participate.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children's progress in communication, language and literacy development is generally good. Children initiate conversations and respond to questions. Effective planning of activities ensures that the children have opportunities to link sounds with letters and recognise and write their names. Not all children are able to concentrate well in large group story or music and movement sessions.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in mathematical development is very good. The staff's knowledge of the foundation stage ensures children have opportunities to count up to 10 and beyond and use mathematical language in play. Some children are beginning to understand how a plotted graph can represent differences in plant growth. Children can recognise shapes and use this knowledge to select appropriate shapes for their constructions.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's progress in their knowledge and understanding of the world is generally good. They show curiosity and interest and well planned activities allow children to investigate the properties of objects and materials, such as those that float or sink in water play. Children talk about themselves and others and recall past experiences. Children have fewer opportunities to use and learn about information and communication technology.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in physical development is generally good. Children can hop, jump, skip and express themselves through movement in music sessions. Children are able to use a range of smaller tools in drawing, writing and construction activities. Some children are not able to negotiate space well within the setting and in large group activities.	

<b>CREATIVE DEVELOPMENT</b>	
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Judgement:	Generally Good
<p>Children's progress in creative development is generally good. Children recognise and explore colour and texture and make a range of constructions in two and three dimensions. Staff plan for children to work with a range of materials and children are able to engage in role play, using simple story lines in their play. Some children are not able to fully participate in imitation and creation of movement in larger group music and movement sessions.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**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**

\*Increase parent's access to children's records and opportunities to discuss their child's progress and next steps of learning. \*Evaluate planned activities to ensure learning intentions are being achieved and that activities are meeting the developmental needs of all children. \*Improve organisation and staff deployment during large group activities to ensure the needs of all children are being met.