



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309225

DfES Number: 510853

INSPECTION DETAILS

Inspection Date 15/12/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bank Hall Kindergarten
Setting Address Bank Hall Drive
Bretherton
Leyland
Lancashire
PR26 9AT

REGISTERED PROVIDER DETAILS

Name Bank Hall Kindergarten Ltd 2767656

ORGANISATION DETAILS

Name Bank Hall Kindergarten Ltd
Address Dandys Farm
Liverpool Old Road, Much Hoole
Preston
Lancashire
PR4 5JQ

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

Bank Hall Kindergarten was registered to Mrs Jane Bamford in January 1991. The Kindergarten operates in a detached house in the heart of the Bank Hall estate, Bank Hall Drive, Bretherton, midway between Southport and Preston. Surrounded by trees and farmland but off a dual carriageway it is within easy reach by car of other towns and villages on a commuter route.

The kindergarten is organised in to four main areas. There is a baby room situated on the first floor of the house and a pre-school room which is in an annexe, situated in a converted garage opposite to the house. There are two rooms currently in use on the ground floor. One of these rooms is used for children aged between 2 years and 3 years and the other for a pre-school group. There are 26 funded children in attendance.

A service is presently provided on a full time or a part time basis. Attendance is flexible. The hours of opening are 07:45 to 18:00. The kindergarten is open from Monday to Friday for 51 weeks a year as it is closed for one week at Christmas and it is closed on bank holidays.

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

How effective is the nursery education?

Bank Hall Kindergarten provides good quality nursery education, which enables children to make generally good progress towards the early learning goals. They make very good progress in physical development and generally good progress in all other areas.

Teaching is generally good. Staff have a good understanding of the needs of young children and plan a broad range of activities. However, space is at a premium, which occasionally limits the positive effect of planned activities.

Assessments are detailed and this gives staff good information about children's achievements and how to plan the next steps in children's learning. Questioning is not always used effectively to challenge children and make them think. Staff sometimes spend too much time tidying away and organising rather than supporting children's learning.

Leadership and management are generally good. Managers have an informal knowledge of strengths and weaknesses. However, there is no system to monitor the quality of teaching and learning. Staff have no opportunities to find out what they are doing well and what needs to improve.

The partnership with parents is very good. Parents appreciate the chances to find out about their child's achievements, both formally and informally.

What is being done well?

- Parents are very well-informed about their child's progress. They have both formal and informal chances to find out about the child's achievements and comment positively on the staff's warm and friendly approach.
- Good use of the attractive and well-organised outdoor area and regular specialist teaching enables children to make very good progress in their physical development.
- Children are confident communicators. They ask clearly for what they want and staff use opportunities well to develop children's speaking skills and vocabulary.
- Opportunities for imaginative play both indoors and out are used effectively to develop children's ideas.
- Children experience a good range of planned musical activities.

What needs to be improved?

- children's understanding of sharing and taking turns
- the quality and range of story books to encourage a love of reading
- access to different media for creative work
- systems for monitoring teaching and learning so staff know how to improve
- the organisation of the restricted space to give children better access to the planned activities.

What has improved since the last inspection?

Improvements since the last inspection are generally good. The nursery was asked to address four key areas, to develop planning, assessment and record keeping, to ensure staff have appropriate guidance and support, and the provision of books and a story corner for younger children.

Planning now addresses the early learning goals well and there are good assessment systems giving detailed information about children's progress. This helps staff plan future activities. Staff have guidance from the regular EYDPC visits, but not regular monitoring of the quality of their work by the nursery managers, so there are few chances to see how to improve. There is a comfortable book corner but this has too few good quality story books.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make good relationships and are happy and secure. They are confident and have a good sense of themselves as part of the nursery community. Children are encouraged to be independent and make choices of activities and resources. Children find it difficult to share, books and toys or to take turns and this leads to squabbles. These problems are not resolved effectively or consistently by staff, so children have no clear expectations of how to behave in these situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators. They ask clearly for what they want, such as resources. Staff help children develop their vocabulary effectively through informal discussions, for example, by supporting children playing in the 'café,' spontaneously organised in outdoor play. Good chances are available each day for children to make marks and develop their early writing skills. Too few good quality story books means children do not use the book corner enough to develop a love of reading.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting and use numbers confidently in everyday activities. Staff make numbers fun, such as making a 'reindeer' number line one to ten. Children learn about shapes, which are colourfully displayed. Evidence shows children comparing size and measuring in sand, water and soft dough play. Too few chances are provided for children to think about comparing numbers, and learning about more and less, particularly in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the environment effectively in walks in the grounds, picnics, and visits. Well-planned topics and small world toys help children extend their knowledge. There are regular chances to design and build structures with a range of equipment. The computer is available but not always used, and staff have limited expertise. Small spaces mean only a few children can participate in some activities. Celebrations such as Diwali and Hanukkah help children learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular daily use of the spacious outdoor area gives children good chances for physical development. They climb and balance, using bikes and swings confidently. Staff offer good support and ideas to help children play. A range of tools and equipment to develop hand skills, such as paintbrushes and rolling pins, is used regularly although the limited working areas means few children can work at any one time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Lots of chances are provided for children to develop their imaginations, both indoors and out. For example, the 'dinner stop' was organised by children outside, and well-supported by staff. Children enjoy singing and know a good range of songs. They benefit from specialist music teaching each week, which extends their learning. Chances to paint and model are planned and provided regularly but lack of space means only a few children can choose these activities, limiting opportunities for others.

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

- implement regular monitoring of the quality of teaching and learning so staff know what is being done well and how they can improve
- ensure planning includes strategies to engage children in learning to share and take turns
- improve the quality and quantity of children's story books to encourage them to read and look at books
- review the use of available space to give children better continuous access to all activities, particularly creative and building activities.

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.