



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134452

DfES Number: 513748

INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Jill Milton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Burford Pre-School
Setting Address	Burford Pre School Tanners Lane Burford Oxfordshire OX18 4NA

REGISTERED PROVIDER DETAILS

Name	The Committee of Burford Pre-School
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ORGANISATION DETAILS

Name	Burford Pre-School
Address	ADDRESS NOT SUPPLIED U/A

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

Burford Pre-School has been established for over 30 years and has been in the current premises since 1993. It is a voluntary group managed by a committee of parents and carers. The pre-school operates from two play rooms in a single storey premises located next to a recreation ground in the village of Burford. There is a small enclosed outside play area. The pre-school serves the village and the surrounding rural communities.

The pre-school opens on weekday mornings, during term time, from 09.00 to 12.00. There are currently 18 children on roll, which includes 10 children who are receiving nursery education funding. Staff support a small number of children with special educational needs.

Three members of staff work with the children, two of whom are appropriately qualified and one is currently working towards a qualification in early years.

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

How effective is the nursery education?

Burford Pre-School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a very good understanding of the early learning goals which they demonstrate by the way they organise the pre-school. They plan the activities well taking into account all the different areas of the room and each part of the daily routine. They link planning back to each of the six areas of learning. Staff make good use of resources to provide the children with a colourful and interesting place to learn. The only area not used very well is the book corner. Staff are clear about where they are to work and they build up good relationships with the children. The staff are gentle and supportive in their attitude, providing the children with good role-models and staff manage children's behaviour well. Staff are aware of the individual needs of the children and take into account their ages, stages of development and any special needs. Staff build up a good picture of children's achievements, from samples of work, photographs and profiles. They make good use of this information to plan the next steps in learning.

The leadership and management are very good. Members of the committee are knowledgeable about early years and they provide good support to the staff in the running of the pre-school. Staff review their work and take on board advice from others to bring about real benefits to the children's learning, an example being the introduction of a number line at child height.

The partnership with parents and carers is very good. Staff present them with a wide range of good quality information and provide a warm welcome to families. Parents join in with the learning that takes place at pre-school and they have an opportunity to share their own observations of their child's progress.

What is being done well?

- Staff create an interesting and pleasant environment for the children, with plenty to visually stimulate them and encourage their interaction with displays.
- Staff adapt their teaching to meet the children's individual needs well. They adjust how they interact with each child to bring them on at their own pace. Staff record the next steps for learning in written form too, and the information is shared with parents.
- Parents and carers play an active and important role in the pre-school. Staff value the efforts of the committee and all are working together to maintain the high standards.
- Staff encourage the children to enjoy and explore sound, benefiting from some new ideas they gained at a training course. Children make their own

marks on paper to indicate a tap or a shake and are very competent at 'reading' their music with shakers, keeping carefully to the beat.

- The children take part in a good range of activities to support their mathematical development. Staff make effective use of opportunities during the morning to help the children count and recognise numerals. They also introduce simple calculations and turn a threading activity into a chance for some pattern making.

What needs to be improved?

- the use made of the book area to develop children's enjoyment of books.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff were asked to extend the programme for physical development to focus more on health and bodily awareness with the children.

Staff responded in a number of ways including taking practical steps like altering hand basins to enable children to wash their hands independently. Children have the option of fresh fruit or vegetables at the daily snack time and staff provide the children with colourful displays of objects to promote discussion, for example about bathing and cleaning teeth.

Children are aware of what healthy living is and have bodily awareness and staff increase this knowledge in a number of fun and practical ways.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are busy and occupied during their morning at pre-school. They express their feelings and staff comfort them when needed. They sit quietly at group times and show confidence at choosing what to do. Children are making friendships and they are learning to be part of a group. They behave well and develop good manners, saying 'please' when requesting a snack. Children are gaining in independence, looking after their own coats and putting belongings in trays.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing confidence to speak in a group and they listen attentively when others are speaking. Children use speech in their imaginative play, for example, when they 'chat' on the telephone. They show a good awareness of letter sounds as they bring objects from home, beginning with the letter of the week. Children make good use of the writing area for mark-making and older ones write their names with care. Children enjoy listening to stories though do not often visit the book area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count confidently and to recognise numerals. They progress at their own pace with number work and staff help them to move on to more difficult tasks, such as putting numbers in the correct order. They recognise numerals on everyday objects like a telephone. Children are learning the meaning of words like 'more' or 'less than' and they make good attempts at counting up a total. Children enjoy using resources to explore shape, quantity and pattern making.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident at using information technology and access equipment suited to their own level of understanding. They show a good awareness of the environment and take part in many activities based on the changing seasons. They handle and compare natural materials and use recycled objects for model making. Children record what they see and find, with simple charts and when painting pictures such as snowdrops. They are learning to respect the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and with control around the pre-school. They are developing good balance and co-ordination as they climb and travel over equipment and they find their own ways of moving along a balance beam. Children have a good awareness of healthy living. They are also progressing well when they handle tools like scissors, with examples of their efforts on display. They are gaining the control they need to thread beads, use pencils or fit together construction bricks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture in their play and they can handle many different natural and man-made materials on an interest table linked to the current theme. The children express their own ideas with paint and can see their work on display in the 'Gallery'. They use many different materials for collage and model making. Children access resources to stimulate their imagination and story-making. They know a range of songs and have good opportunities to explore sound.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the use made of the book area to develop children's enjoyment of books.

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.