



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN EY274544

DfES Number: 511755

INSPECTION DETAILS

Inspection Date 16/01/2004
Inspector Name Jennifer Liverpool

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bodies Pre-School
Setting Address St.Peters Church Halls
 Aldborough Road North
 Ilford
 Essex
 IG2 7SY

REGISTERED PROVIDER DETAILS

Name Miss Jean Ann Phillips

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

Busy Bodies Pre School Nursery opened in 1995. The Pre School operates from two rooms in a Church Hall and is within walking distance to transport facilities, schools and shops. The Pre School serves the local area.

There are currently 43 children from two to five years on roll. This includes 13 funded 3-year-olds and 2 funded 4-year-olds. Children attend for a variety of sessions. None of the children attending have been identified with special educational needs, and all the children speak English as their first language.

The group opens five days a week during term time only. Sessions are from 09:30 a.m. until 12:30p.m.

Nine part time/full time staff work with the children. Over half the staff have early years qualifications to N.V.Q. level 2 & 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. They have high levels of personal independence and are able to persevere with their self chosen tasks, and initiate their own play. Children are developing good relationships and they co-operate well with each other. They are confident speakers and some older children are showing signs of developing pre-reading skills.

The quality of teaching is generally good. Staff have a secure knowledge of the early learning goals, and this is reflected in the wide range of suitable and interesting activities on offer. Staff interact well with children, and good emphasis is placed on ensuring that all children access opportunities provided. Resources are sufficient in most areas with exception of programmable toys and technology aids. High priority is given to children's personal, social and emotional development, communication, language and literacy, and creative and these are areas of strengths. The programme for mathematics and physical development is generally good, though there are insufficient opportunities provided for children to record numbers in practical activities, and the use of outdoor play is not always planned.

The leadership and management is generally good. The staff team work well together and they are clear about their roles and responsibilities as seen in their practice. The manager is new in post, and has put informal procedures in place to monitor the quality of learning, and though previous key issues from the last inspection was not available to the manager, current development has made some improvements to the quality of care and education.

The partnership between staff and parents and carers is generally good. Staff create a relaxed atmosphere where parents and carers feel welcomed and valued. Parents and carers are kept well informed of the playgroup's educational provision even though they are not given explicit details about the early learning goals.

What is being done well?

- Staff interact well with children. They approach Children in a caring manner when helping to settle them into the playgroup, and staff are sensitive when dealing with children's minor behaviour;
- Children are developing good relationships with each other, they co-operate well together and play amicably during adult led activities and those that they initiate themselves;
- Staff use effective techniques to develop children's self esteem. They show appreciation of children's work and effort in a wide group setting, and encourage children to applaud each other's achievements;
- Staff have created a friendly and relaxed environment where parents and carers feel welcomed and valued.

What needs to be improved?

- the planning to ensure that it clearly states what children are intended to learn from the activities provided, regular opportunities for children to record numbers, and use of the outdoor area
- the written assessments and records to show children's progress over a period of time, include opportunities for parents and carers to add comments about their children's progress outside of playgroup, and provide them with more details about the early learning goals
- the programme for knowledge and understanding of the world, to provide more opportunities for children to experiment and investigate how and why things work, identify common features of their environment, and experience the use of programmable toys and technology aids.

What has improved since the last inspection?

The last inspection required the staff to clearly state what children are intended to learn in plans, provide staff training to develop their questioning techniques, and give greater priority to mathematics in the programme by engaging children in counting and recording of numbers in real life situations.

The manager had no knowledge of the previous key issues arising from the last inspection. However, current development to the educational programme has made limited progress, and includes the introduction of counting during circle time sessions and as a result of this, children use numbers in counting and in number songs, stories and rhymes. The manager report that strategies will be put in place to develop staff questioning techniques. The activity plans does not always clearly state what children are intended to learn from the activities provided and therefore remains a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their personal, social and emotional development. Children are developing confidence, self respect and they are able to take initiatives as they choose activities and select toys for themselves. Children are forming good relationships with each other, and they co-operate well together. The support and value staff give to the children has a positive effect on their self esteem and their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. Many good opportunities are planned for children to talk and listen to adults and each other. Children have good language skills and wide vocabularies, which they display during conversations with staff and during their role play. They are gaining confidence in practising their pre-reading skills through suitable activities on offer. Children are developing increasing pencil control and they handle books well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their mathematical development. Many opportunities are provided for them to be engaged in counting during practical routines. They create mathematical patterns in creative activities and when working with construction sets. Children use language to describe size though less emphasis is placed on helping them to recognise quantity in practical situations. There are limited opportunities for them to record numbers in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

There significant weaknesses in the children,s knowledge and understanding of the world. Planned activities and resources enable children to build, construct and design for themselves. Children are learning about different parts of the body through stories and songs. Resources are sufficient with the exception of programmable toys and technology aids. There are too few opportunities for children to investigate how things work, and find out about the common features of their environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in their physical development. Children are demonstrating good balancing skills as they walk on mini stilts. They demonstrate good awareness of space and they becoming skilful when manoeuvring their bikes around each other, and obstacles. Children use scissors competently, and they are developing their hand and eye co-ordination through suitable activities. Staff report that the outdoor area is in use, though rarely seen in plans.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in their creative development. Children are provided with a worthwhile range of art and crafts activities, and they are becoming confident in expressing their own ideas and feelings in painting and drawings. They handle and use a range of media and materials and are developing good painting techniques, and respond using their senses. Children use their imagination well during singing songs and when working with a range of resources for role-play.

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

- improve planning so that it clearly identifies what children are intended to learn from the activities provided, extend opportunities for children to record numbers during practical activities and provide more opportunities for outdoor play
- continue to develop assessments and written records by showing children's progress and achievements over a period of time, include some comments from parents and carers about their children's progress outside of playgroup, and give more details about the early learning goals so that the partnership with parents and carers about their children's learning is strengthened
- develop the programme for knowledge and understanding of the world by providing more opportunities for children to experiment and investigate how and why things work, identify the common features within their environment, and increase provision for programmable toys and technology aids.

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.