



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 301943

DfES Number: 520542

### INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Stephanie Joy Bennett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Eastburn Pre School
Setting Address	Main Road Eastburn Keighley West Yorkshire BD20 7SJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Eastburn Pre School 1040388
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### ORGANISATION DETAILS

Name	Eastburn Pre School
Address	Main Road Eastburn Keighley West Yorkshire BD20 7SJ

## 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

Eastburn Pre-school has been open since 1978. It operates from one main room at Eastburn Methodist Hall, in Eastburn Village near Keighley. In addition there is a quiet room for staff, and a kitchen. There is an enclosed area available for outside activities. The pre-school is committee run.

Sessions run every morning except Tuesday from 09:10 to 11:45 hours, plus Monday and Wednesday afternoons from 13:00 to 15:30 hours. Term time only.

There are presently 33 children on roll, of whom 19 children receive funding for nursery education.

The pre-school employs five staff. The leader of the pre-school works full time and the other five staff share the sessions. The majority of the staff team hold relevant childcare and educational qualifications with two members of the staff working towards suitable qualifications. The pre-school also have close links with the local primary schools, and receive regular support from the Pre-school learning alliance and the local advisory teachers.

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

### How effective is the nursery education?

Eastburn 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 strong grasp on the foundation stage, which enables them to plan activities in all areas of learning effectively. They show a clear understanding of what children will learn, and use many opportunities to help older and more able children to progress further. They have good relationships with the children and manage them very well. Children are becoming self disciplined and understand the need to work well together in groups.

Time and resources are effectively organised to create an interesting learning environment, in which children can increase their independence, be creative, and explore. Staff plan particularly interesting activities which relate to all cultures and increases the children's knowledge and understanding. They find many ways to help children to think and ask questions. The outdoor area is also used well to extend children's learning and physical skills, despite the limited resources available.

Staff assess children's learning against the early learning goals and use the stepping stones to track their progress. They use observations to inform their short term planning on a daily basis, so that all individual needs are planned for, and that more able children's learning is extended.

Leadership and management is very good. The leader is effective in ensuring she obtains good support from the committee and outside agencies. She highly values the contributions the team make, who are enthusiastic and motivated to implement good quality care and education.

Partnership with parents is very good. Parents are very well informed of all aspects of the service both verbally and through clear documentation. They are regularly informed of their child's progress, and can participate in their child's learning at home.

### What is being done well?

- Staff make very good use of space and resources to promote children's independence and support their learning. The group set out the hall daily. They provide opportunities for them to select materials and objects to design, join, build and assemble, and develop their own ideas.
- Staff encourage children to progress well in personal social and emotional development. They encourage good behaviour, and create many situations where children work well together in groups. They are encouraged to develop good independence skills, by joining in daily tasks, such as sweeping up sand, and pouring out drinks.

- Planning for knowledge and understanding of the world is excellent. Staff implement an effective programme for children to explore, and gain an awareness of their cultures and those of others. For example, for Chinese New Year, children are shown dry noodles. They describe how they feel, and what they look like. They then eat cooked noodles for snack, and observe the change in texture. They are given other opportunities such as, picking up small objects with chopsticks to develop skills of handling small tools.
- Staff use every opportunity to further challenge children's learning and help them think. They ask many questions to encourage them to count and solve mathematical problems. Children can discuss weight and size through both planned and practical activities.
- Children use their imagination very well through staff's careful thought of how role play areas link with planned themes. Presently they have a Goldilocks and The Three Bears house, where children learn about size, calculation, and use language to retell stories. The children have designed and built their own "Three Little Pigs" house, using large and small materials.

#### **What needs to be improved?**

- There are no significant areas for improvement, but point for consideration should be given to developing resources and equipment for outdoor activities to further extend and support their learning.

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

Very good progress has been made since the last inspection. Staff interaction, and good planning encourages children to talk activities through and use language for thinking. They use areas such as role play to encourage them to retell stories, and talk through events.

Further challenges are now provided to help them to develop good early calculation skills. For example; children know how many objects they will have when they add one more, and use language to solve mathematical problems, such as how many spoons of sand are needed to fill a container.

No children attend with special educational needs at present. However, staff have implemented a clear policy for special needs, and have accessed training. They know how to seek further support, and make use of the Special Needs Code of Practice.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence is built up by staff who are sensitive to their needs. All children are highly motivated to learn through the daily provision of new and interesting activities. They are encouraged to be independent, and select resources for themselves. They take care of personal needs, such as hand washing and putting on their own coats. They behave very well. They are taught to share, take turns, and work well together in small groups.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children interact very well with adults and each other. They use a wide range of language and expressions to describe objects and their feelings. They are developing good early skills for reading and writing, through regular opportunities to handle books, write for a purpose, and record observations. Older children write their names in clearly formed letters. All children enjoy stories in both groups and independently. They retell simple stories and fairy tales through role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children receive good support to help them count reliably to ten and beyond. Continuous interaction and reinforcement in circle time encourages them to recognise numerals to nine. Some four year olds are able to make attempts to write numerals. They have many opportunities to measure, such as through growing and measuring plants, and use skills to develop concept of shape, size and position in practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Excellent planning promotes all aspects of learning very well. Older children are skilled at using information and technology to support their learning. Staff provide many opportunities for children to explore and observe changes both indoors and out, such as, the children have made two bird cakes. They compare which the birds like the best by observing which one has the least cake left. Staff teach children other cultures and beliefs through good resources and practical activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

All children are developing a good sense of space. They negotiate small and large spaces well both indoors and out. They work well together to move and use large equipment and furniture, such as tables and chairs to help create space for another activity. Children can use small tools and objects with increasing control. They pick up various objects with tongs and chopsticks, and can stick and cut using scissors. Children can climb, balance and travel under and over objects both indoors and out.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
All children are keen to express themselves in a variety of ways. They use their imaginations very well to relive both real and imagined experiences. Good staff management means that they enter into acting out stories with enthusiasm, taking turn to play different parts. They experiment with sound, and music, and love to sing a repertoire of songs. The provision of new textures such as shaving foam allows them to explore and use language to express their feelings.	

**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 careful consideration should be given to improving the following:
- the further development of outdoor resources to further enhance children's learning experiences, and physical skills.

*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.*