



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140906

DfES Number: 583214

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care
Setting Name Windmill Pre School Brill
Setting Address Brill Combined Church of England School
The Firs, Brill
Aylesbury
Buckinghamshire
HP18 9RY

REGISTERED PROVIDER DETAILS

Name The Committee of Windmill Pre School

ORGANISATION DETAILS

Name Windmill Pre School
Address The Firs
Brill
Aylesbury
Buckinghamshire
HP18 9RY

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

Windmill Pre-School Brill opened in its present form in 2000. It operates from two settings that are both pre-fabricated buildings on the site of Brill School. The pre-school serves the village and surrounding area.

Children aged from two to three attend the play class and children aged three to five attend the nursery class. Currently a total of 43 children from two to five years are on the roll. This includes 13 three-year-olds and 19 four-year-olds who receive funding for nursery education. Children attend a variety of sessions. The group supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. The play class sessions are from 08:45 until 11:30am with the opportunity for children to remain for an extra hour for lunch. The nursery class is open from 08:45 until 15:00, Monday to Thursday, and from 08:45 until 12:30 on Fridays.

Eight staff work with the children. Five have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision for nursery education at Windmill Pre-School Brill is of high quality. The children are making very good progress towards the early learning goals. The children enjoy their sessions in the play class and the nursery class. They are eager to learn and are inquisitive. They are becoming confident and are gaining independence; their behaviour is good.

The quality of teaching is very good. Most of the staff have a secure knowledge of the early learning goals, which ensures provision of a good range of activities to promote children's learning. The plans are very comprehensive and effective. They guarantee that children's individual needs are met and their interests are included. Teaching methods are used skilfully to motivate and challenge; learning is extended effectively through very good questioning and discussions. Each individual child is known well, relationships are good. The observations and assessments of their achievements are thorough and are made in conjunction with the parents. The classrooms, outside areas and resources are used imaginatively to create an interesting learning environment.

Leadership and management are very good. A committee of parents, who are very supportive of the staff, manages the group. They work collaboratively and the group have clear aims and objectives. Staff work very well as a team; they are led very proficiently by the supervisor and her deputy. The group are committed to continued improvement of the education provision for the children.

Partnership with parents is very good and contributes to the children's learning. Parents are given very clear information about the group and the activities planned for the children. They are able to exchange information on a daily basis and are actively encouraged to participate in the children's learning.

What is being done well?

- Staff provide opportunities for children to make their own choices with growing confidence. Children choose when to have their snack and drink and help themselves to milk and fruit from the fridge or water from the dispenser. They sit at a small table with one or two peers chatting and then clear away when they have finished. The children all manage this very well and are becoming personally independent.
- The children have opportunities to express themselves creatively as they wish, through a variety of media. Staff organise resources so that they are easily accessible and give the children complete freedom to choose what they would like to do. Children work at their own pace. Two children decide to paint a frog. They choose the paper, mix the paints, collect paint brushes and work collaboratively to produce their picture. Staff use their artwork as part of a display. The children are self motivated and gain a great deal of satisfaction

and self esteem.

- The staff are good role models. They have high expectations of the children's behaviour and encourage this through clear explanations and reminders that are expressed in a clear calm way, ensuring that the children understand. Praise is given frequently with explanations. The children are polite, well mannered and are learning to express their own needs and to consider others.
- Topics are introduced in an exciting way so that children remain interested and are curious to find out more. The children have been involved in collecting frog-spawn, watching it develop into tadpoles, caring for them until they become frogs and they will be returning them to the pond. They have read reference books, studied the creatures, recorded every stage through pictures and photographs and made a display. They talk very knowledgably about the life cycle of a frog and develop many skills during the topic.

What needs to be improved?

- the training programme so that staff continue to be up to date in their knowledge and new staff continue to be supported in completing early years training.

What has improved since the last inspection?

Very good progress has been made since the last inspection. A new bookcase has been purchased so that all of the books are displayed effectively. Children can easily view the books and make their selection. The book corner is comfortable and inviting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are all very keen to learn and are well motivated. They enjoy taking part in activities both individually and in group situations. The adults have high expectations of the children's behaviour and they all respond very well. The children are learning to respect each other, to take turns and share. They are encouraged to make choices and select their own resources, with the result that they are becoming independent and confident. The children concentrate and become very involved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children participate happily in group discussions and join in confidently; they listen to others. All the children enjoy books and handle them well. They are becoming aware of the structure of books and are able to recount stories through pictures, some are beginning to read. Rhyming and rhythm are reinforced through use of the computer and musical instruments and phonetics are used widely. All children recognise their own names and the more able children are able to write them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and mathematical language is used widely throughout the sessions so that children count competently and are able to recognise numerals. The older children confidently say the number that is one more than a given number. During play in the shoe shop children estimate whether certain shoes will fit different sized feet. The children are able to recognise patterns and to create their own such as when grouping pegs on a clothes line.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are learning about the world around them and nature. They show great interest and curiosity in topics such as frogs. They have opportunities to design and make their own pictures and objects, which involves selecting the resources and tools. Sometimes this involves working collaboratively. They are becoming familiar with the computer and other ICT items. There are various opportunities for the children to explore other traditions and festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are becoming very aware of their own bodies and the effect that exercise has on them and how to stay healthy. They participate enthusiastically in the physical activity session and move freely, with control and co-ordination to the music. Hand eye co-ordination is developed well through a wide variety of activities and the use of different tools. Good use is made of the various outside areas to develop gross motor skills, such as using stilts and the adventure playground.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are able to explore a wide range of materials and textures, such as a large printing activity using lorries and tractors. They have free access to resources and can express themselves independently. The children respond well to music, recognising different tempos and emotions. They experiment with the various sounds that instruments make and follow a rhythm. Role play situations are provided for children to act out first-hand experiences; these are resourced thoughtfully.

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 training programme so that staff continue to be up to date in their knowledge.

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.