



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113382

DfES Number: 513167

### INSPECTION DETAILS

Inspection Date 21/04/2004  
Inspector Name Christine Clint

### SETTING DETAILS

Day Care Type Sessional Day Care, Creche Day Care  
Setting Name Bosham Community Pre-School Playgroup  
Setting Address Brooks Lane  
Bosham  
Chichester  
West Sussex  
PO18 8LA

### REGISTERED PROVIDER DETAILS

Name The Committee of Bosham Community Playgroup 1028270

### ORGANISATION DETAILS

Name Bosham Community Playgroup  
Address Bosham Community Playgroup  
Brooks Lane, Bosham  
Chichester  
West Sussex  
PO18 8LA

## 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

Bosham Community Pre-school Playgroup has been operating since 1971 in the local church hall, which offers spacious accommodation and a secure garden area. Children from the local community attend and move on to several schools in the area. The pre-school is managed by a parent committee and children attend morning sessions during term time only. Older children can bring a packed lunch and remain for the full four hour session. The registration is for 26 children from 2 -5 years and five permanent staff hold child care qualifications; parent/committee helpers also regularly assist. A key worker system is in place. There are currently 25 children in funded educational places, four children attending with additional needs and no children who speak English as an additional language.

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

### How effective is the nursery education?

Bosham Community Pre-school Playgroup offers generally good provision for nursery education across all areas of learning, with very good opportunities for physical development. Children are making progress in all areas of learning; there is effective planning for activities and excellent assessments of children's development. Some areas for improvement are closely linked with teaching.

Staff have a broad knowledge of the early learning goals and a good depth of experience, they work well as a team and share responsibilities. Effective planning is in place and ideas are expanded to include differentiation for three and four year olds. Staff have a strong level of commitment in maintaining the balance of play and learning for children with additional needs. They provide concise and meaningful assessments for individual children, however they are involved in the constant practical management of children which restricts opportunities for children to develop personal independence and to follow individual creative or imaginary ideas.

The leadership and management shows an open attitude and a good level of commitment between the supervisor and the committee; the supervisor is involved with daily sessions and is dedicated to providing a caring, secure learning environment for children. Systems are in place to share responsibilities through key working and there is a flexible attitude to change and progress.

Partnership with parents is strongly supported, parents are provided with substantial information; they are generally well informed about all aspects of child care and learning. Parents are welcomed for any special skills that can advance children's knowledge and understanding, they are also appreciated for any regular, hands on, involvement. The key worker system provides a good basis for shared information and there are effective methods in place to involve parents in the process of assessment for their child.

### What is being done well?

- Leadership and management is thorough; the supervisor offers experience and knowledge and this is supported by the helpful and involved committee.
- Partnership with parents has progressed and includes systems to inform and encourage parents, they regularly assist and open/family days enable wider family members to experience the pre-school; bringing the community to the group.
- Physical development is encouraged daily, in group activities and the use of wheel toys or outside play. Children move confidently in all areas and use the short stairs to access the stage area competently.

**What needs to be improved?**

- staff awareness of children's developing independence;
- children's language for thinking, following imaginative thought processes;
- the linking of sounds and letters;
- problem solving in maths;
- children's own creative opportunities in design.

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

Good levels of progress have been made in introducing children's individual development profiles, these include all of the early learning goals and involve parents in the assessment procedure.

A wider programme for communication, language and literacy has been established, children have access to many forms of labelling, books are regularly in use and taken home and 'mark making' runs through many activities. Children often receive a short period of individual attention.

Natural mathematical patterns of repetition and symmetry are included in themes and topics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled, they are gaining confidence and self esteem through speaking and singing at group time. They have a wide choice of prepared activities during free play and mostly respond to specific group work. There are good levels of praise and encouragement from staff, children understand the daily routines and behaviour expected; they are forming relationships and socialising. There are missed opportunities within routines for children to develop personal independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children can communicate well, they are introduced to descriptive words linked with stories and activities; they are learning to use books for information. There are positive schemes to encourage children and parents to read through pictures. Children are developing name recognition and learning to write their own names. Limited time is devoted to extending children's language for thinking, or following imaginary thoughts and there are many missed opportunities of linking sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Purposeful counting is included at group time and with individual children; numbers are used regularly in stories rhymes and singing. Children recognise numbers as labels and write numbers well. Useful mathematical language is included in practical activities to compare quantity and to begin to introduce addition and subtraction. Opportunities for including problem solving in regular routines and activities are missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A wide variety of themes and topics encourage children to use all senses, they investigate living objects and learn about growing in the pre-school garden. There are visitors from the community and parents, who broaden special areas of interest and regular group discussion includes past and present events. Children have little access to everyday technology and many activities for assembling and joining are pre-determined by staff.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move well, they have a wide variety of daily opportunities to develop the use of different small equipment, staff offer individual help. The indoor space is large and children move freely for most of the session, they show awareness of others during group games and enthusiasm for regular physical play, especially outside. Previous planning shows topics to cover health and bodily awareness.

**CREATIVE DEVELOPMENT**

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

Children have regular music activities accompanied by the piano, the music teacher uses instruments well, to develop an understanding of sound patterns. Singing and stories are also included and enjoyed throughout the session. Imaginary role play takes place during free play and areas are dedicated, however staff encouragement in this area is lacking. Children's creative development is not challenged, planned activities are frequently pre-determined by staff.

**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**

- increase staff knowledge and develop routines to allow children to take more responsibility, especially for four year olds at snack and lunch time;
- extend children's imaginative thought processes, through language, role play and individual design;
- introduce regular linking of sounds and letters;
- include practical problem solving to develop mathematical ideas.

*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.*