



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 141766

DfES Number: 525731

### INSPECTION DETAILS

Inspection Date 26/01/2005  
Inspector Name Dorcas Elizabeth Forgan

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Coldharbour Pre-school  
Setting Address Highland Close  
Bletchley  
Milton Keynes  
Buckinghamshire  
MK3 7PD

### REGISTERED PROVIDER DETAILS

Name The Committee of Coldharbour Pre-school

### ORGANISATION DETAILS

Name Coldharbour Pre-school  
Address Highland Close  
Bletchley  
Milton Keynes  
Buckinghamshire  
MK3 7PD

## 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

Coldharbour Pre-school opened in 1982 and operates from 3 rooms in a purpose-built children's centre. The building is situated next to Coldharbour Combined School in West Bletchley. A maximum of 52 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 term times only. All children share access to a secure enclosed outdoor play area.

There are currently 64 children aged from 2 to under 5 years on roll. Of these, 40 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs.

The pre-school employs nine staff. The manager and three staff hold appropriate early years qualifications. There are four staff working towards a qualification.

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

### How effective is the nursery education?

Coldharbour Pre-School provides good-quality nursery education overall, which enables the children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Senior staff have good knowledge of the Foundation Stage and other staff are gaining experience through practise and training. Staff provide interesting activities to develop children's mathematical development and they support children well to encourage their independence. Staff do not always extend activities to challenge the older children, especially in the areas of language, literacy and creativity. Plans show that all areas of learning are incorporated to promote the children's learning, but adaptations of activities for children with different abilities are not identified. The staff and children have good relationships. Staff support children with special educational needs and work closely with the parents and outside agencies. Activities and resources are well organised to ensure all areas are used effectively and that children have the opportunity to take part in all planned activities. New assessment records have been devised, but they do not record the next steps of learning.

Leadership and management are very good. The new committee and supervisor have made significant changes to improve the quality of teaching and to benefit the children. They continue to monitor the practices and evaluate changes. The staff have formed a good team and are effectively supported by the committee, who ensure that training is available.

Partnership with parents is very good and contributes to the children's learning. Parents have clear written information about the pre-school and the curriculum. They are kept up to date with regular newsletters, daily verbal exchanges and home/school link diaries. To ensure parents are well informed about their child's development, they are invited to observe a session and to discuss their child's development files.

### What is being done well?

- The key worker groups are very effective. They ensure that smaller groups of children can become familiar with a few adults and make relationships. The children settle quickly and start to take part in group activities with increasing confidence. Parents know who is their child's special adult.
- Staff use their initiative to encourage children to count and solve small problems. Children use mathematical language frequently.
- The children are learning to be independent. They have the opportunity to choose activities and to care for their own hygiene needs. Staff are good role models. They are calm and patient with the children and encourage good

behaviour through positive strategies.

- The committee and staff monitor and evaluate practices effectively and make changes as necessary. Open days arranged by staff develop good communication with parents and enable parents to observe a session and talk with the key worker about the their child's development. Evaluations completed by the parents show that they found the open days very informative.

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

- the challenges set for children who are more able, especially in areas of writing and linking sounds with letters, and creative development
- the plans to record how activities can be adapted for children of different abilities
- the development profiles to include the child's next steps of learning.

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

Generally good progress has been made since the last inspection. The new committee and supervisor have made many effective changes. The organisation of the sessions and the assessment process has been rearranged and there are new resources that reflect the diversity of the cultures represented. These were all issues raised at the last inspection.

Sessions have been changed so that the key worker groups carry out activities together that are more practical. Four-year-olds are not always sufficiently challenged. The assessment process has been changed to identify children's development and parents now have the opportunity to discuss these with the key workers. The staff have identified that these need to be further improved so that they are less time consuming and ensure that the next steps of learning are apparent.

The group use a good range of resources at all sessions. These include a very wide selection of books that illustrate different needs and cultures, several of which are bilingual. The children enjoy dressing up in various costumes from around the world. Children are learning about the various cultures represented in the group.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and keen to learn. They enter the group and settle quickly at their chosen activity. Children have good relationships with the staff and with their peers; they are gaining a sense of community. Children work co-operatively with each other. They are learning to take turns, share and negotiate. They behave well. Children are encouraged to be independent and to make choices, such as washing their hands and using tissues.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children chat confidently with adults and peers; most are able to speak in front of their key group with confidence, some with support. Children enjoy story times; they become involved and like to anticipate what is about to happen. They are learning to handle books well. The staff extend their vocabulary through a wide range of interesting and informative books. Staff miss opportunities to help children practise writing their own names and to link sounds with letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers regularly to count during routines and practical activities. They use a good range of mathematical language relating to size and quantity as they play. Children name shapes confidently. They are beginning to calculate and use simple addition and subtraction especially through activity songs and games. The staff introduce children to weight and capacity through activities such as cooking and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their senses through first hand experiences such as handling pasta and preparing fruit. They learn about the world around them and are inquisitive. The adults encourage discussions, especially at smaller group times, so that the children are gaining a sense of time and place. Children have regular access to the computer with adult support. They celebrate their own festivals and learn about other people's cultures and traditions.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Staff use the outside area well to initiate many kinds of physical activities including riding bikes, pedalling cars, using balls and hoops. Children manipulate wheeled items such as buggies skilfully around objects and are gaining good spatial awareness. They have many opportunities to develop fine motor skills and hand/eye co-ordination; they use a wide variety of tools such as glue sticks, scissors and hammers. They are confident in their personal care and show an awareness of good hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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The staff provide a good range of media for children to explore, for example miniature water play and various kinds of painting. The more able children are restricted in practising their skills through pre-cut resources and limited expectations. Children participate enthusiastically in singing sessions. They experiment and investigate ways of making sounds with musical instruments. The role-play area is well resourced, children use it effectively, and adults support and extend their 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**

- develop the plans to record how activities can be adapted for children of different abilities including further challenges for the oldest children, especially in the areas of writing and linking sounds with letters, and creative development
- record in the children's development profiles the children's next steps of learning.

*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.*