



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110134

DfES Number: 516882

INSPECTION DETAILS

Inspection Date 10/03/2005
Inspector Name Maureen Croxford

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Forest Bears Pre-School PG
Setting Address Pinehill Road
Bordon
Hampshire
GU35 0BS

REGISTERED PROVIDER DETAILS

Name The Committee of Forest Bears Pre-School Play Group
1029569

ORGANISATION DETAILS

Name Forest Bears Pre-School Play Group
Address Pinehill Road
Bordon
Hampshire
GU35 0BS

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

Forest Bear Pre-School opened in 1987 and is run by a voluntary committee of parents. It operates from two playrooms in the Forest Community Centre in the village of Bordon, Hampshire. The pre-school serves the local area and surrounding villages.

There are currently 35 children from 2 to 5 years on roll. This includes 8 educationally funded three-year-olds and 5 educationally funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 15:00 on Monday, Tuesday, Wednesday and Thursday and from 09:00 until 11:30 on Friday.

There are 4 staff working with the children. Over half the staff have early years qualifications to NVQ level 3. 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?

The provision for nursery education at Forest Bears Pre-School is acceptable, is of a high quality and children are making very good progress towards the early learning goals.

The quality of teaching is very good and staff are skilled in their teaching methods. Staff work hard to provide a caring and stimulating environment with a well balanced programme of activities. They use excellent questioning techniques, encourage children to think for themselves and express their own ideas. The staff share responsibility for planning and assessment, although plans do not show extension or learning intentions for more able children. Planning shows some opportunities for children to measure. Evaluation of the children's progress against the early learning goals takes place. Staff independently support all children and help them progress. Strategies are in place to fully support the children with special educational needs and English as an additional language.

Leadership and management of the provision are very good. The group is committee run and the manager is responsible for the day to day running of the provision. Staff work as a team and are well deployed. Professional development is valued and staff are actively encouraged to attend further training. Appropriate systems are in place for monitoring and improving the quality of teaching.

The partnership with parents is very good and supports the children's learning. Parents are kept well informed about the provision, forthcoming events and their children's progress. They are provided with clear information regarding the early learning goals. Parents are made welcome in the provision and have opportunities to become involved in topics and activities. There are effective systems in place to share information, including well-written information, parents evenings, newsletters and notice boards.

What is being done well?

- Children are very well behaved, polite and considerate of others. They are growing in confidence as their efforts are constantly encouraged and praised by staff.
- Staff utilize the available resources and space well. Both indoors and outdoors are used effectively to support learning. Staff plan worthwhile activities within the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.
- Procedures for assessment are comprehensive and the information is utilised for planning to ensure that the needs of the children are met.

What needs to be improved?

- the planning does not show the extension of activities for more able children
- the planning of activities shows few opportunities for children to measure and explore height and length.

What has improved since the last inspection?

Very good progress has been made since the last inspection in 2001.

At the last inspection the provision was asked to develop the information and communication technology by increasing the range of computer software so that the computer can be used more effectively to support children's learning.

An action play was put into place and new software was bought. Further resources and programmable toys were also purchased, offering more opportunities for children to use everyday technology.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to be independent, resource some of their own activities and have respect for others from an early age. Behaviour is very good and children are aware of what is right and wrong. Many activities require children to take turns and share fairly as they play and take part in free play, allowing them to take the initiative, work in pairs, or independently. There are good opportunities to experience other cultures through topics and activities. .

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to listen attentively to both adults and their peers. They answer questions thoughtfully and reveal a good command of language. They are able to listen to and carry out instruction, some of which are complex. Most children understand that print carries meaning and is read from left to right and top to bottom. Children's handwriting skills are developing steadily and most are able to write using recognisable letters

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities. They show an interest in numbers and counting and are beginning to represent numbers in different ways, for example through the use of calculators, money, and programming numbers on real and toy telephones. Some opportunities are offered for children to measure. Staff make good use of routines, activities and free play to introduce mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a lively interest in the world around them. Staff provide stimulating and interesting activities to help children explore and learn about aspects of the natural and man made world, and other cultures. They make observations and show that they are thinking logically when they make suggestions and answer questions during a practical experiment. Children receive many opportunities to use simple technology and programmable equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are given many opportunities to develop their physical skills through planned activities. They move confidently with good spatial awareness. Daily opportunities for outdoor play allow children to have more vigorous exercise. They are able to jump, skip and hop and resources are available to develop large muscle movements. Children are developing their skills using equipment such as scissors, construction toys, building bricks, sand and malleable materials such as dough and clay.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Provision for role-play is very good and resources are used imaginatively by the children and staff fully support them where needed. Children have many opportunities to learn about texture, shape, colour and form using a wide variety of media. They enjoy worthwhile activities, including making collages and creating models and their work is displayed around the provision. Children enjoy regular music sessions and playing with the instruments.

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 further development of planning to include the extension of activities for more able children
- the development of planned activities to include further opportunities for children to measure and explore height and length.

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.