



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507983

DfES Number: 513056

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Sheila Collins

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Shipton Bellinger Pre-School
Setting Address	Rear of Primary School Parkhouse Road, Shipton Bellinger Tidworth Hampshire SP9 7TW

REGISTERED PROVIDER DETAILS

Name	The Committee of SHIPTON BELLINGER PRE-SCHOOL COMMITTEE
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ORGANISATION DETAILS

Name	SHIPTON BELLINGER PRE-SCHOOL COMMITTEE
Address	REAR OF PRIMARY SCHOOL PARKHOUSE ROAD, SHIPTON BELLINGER TIDWORTH HAMPSHIRE SP9 7TW

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

Shipton Bellinger Pre-school opened in 1975 and moved to its current premises in 1995. The pre-school is situated in a purpose built building in the grounds of Shipton Bellinger Primary School and serves a wide geographical area.

There are currently 31 children from two years nine months to five years on role. This includes 21 funded three-year olds and 8 funded four year -olds. Children attend for a variety of sessions. The pre-school accommodates children with special needs. There are no children attending who speak English as an additional language attending at the present time.

The pre-school opens five mornings a week. Sessions are from 08:50 to 11:50 during school term times.

Six part time members of staff and one volunteer work with the children. Four members of staff have early years qualifications to NVQ levels 2 or 3. Two staff members are currently further developing their early years qualification. 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?

Shipton Bellinger Pre-school nursery education provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. Attainment is very good in communication, language, literacy, creative and physical development, mathematics and knowledge and understanding of the world. Staff have appropriate expectations of the children in personal, social and emotional development, which is very good. The teaching is very good and all staff appear secure in their knowledge and understanding of the stepping stones to the Early Learning Goals.

Staff have in place an effective curriculum with well planned activities which engage and sustain the children's interests and efforts. They take into account the individual learning needs of children and children are confident and keen to be involved in the activities provided. They have opportunities to be independent and make their own choices, although in some activities, these are limited for more able children.

There are good resources to support all areas of learning. Staff have clear expectations of acceptable behaviour, as a result the children are confident and generally behave well. Children are assessed regularly, using a format linked to the early learning goals. Staff give children opportunities to repeat, consolidate and extend their learning in a variety of ways.

Good planning is in place, although plans do not show the outdoor learning environment, how activities will be adapted for more and less able children and evaluations of activities.

The pre-school is very well led and managed and a good partnership with parents and carers has been established, which benefits the children. Parents are well informed about the routines, curriculum and all aspects of the provision. They have opportunities to contribute to the assessments made on their child and to be involved with their learning.

What is being done well?

- Staff use praise and encouragement to build on children's self confidence and self esteem.
- An effective curriculum is in place with a wide range of planned activities which interest the children and sustain their efforts.
- Both the indoor and outdoor areas are used well to give children a wide range of experiences to support and extend their learning in all areas of the early learning goals.

What needs to be improved?

- points for consideration
- the planning; to show how outdoor learning is included, to take into account how the needs of more and less able children will be met and to evaluate formally activities undertaken

What has improved since the last inspection?

Since the last inspection, there has been a change of supervisor. The evaluation of the activities, at the present time, is carried out on an informal basis and this method is to be considered along with extending other aspects of the planning following this inspection. The individual assessments made on the children have also been revised into a format which meets the criteria of the local EYDCP, together with supporting evidence which is easily gathered by staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive attitude to learning are interested and motivated to learn. They sit and concentrate well and are learning to take turns share and cooperate. They show personal independence, for example when visiting the toilet or blowing their noses. They receive praise and encouragement from staff, throughout the session, which builds on their self esteem and confidence. Their behaviour is generally good and they are given explanations as to why behaviour is unacceptable.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to and respond to stories with enjoyment, joining in when appropriate. They have opportunities for mark making on a daily basis. They have a clear understanding that print carries meaning and have opportunities to see their names in print on a daily basis. They practice linking sounds to letters and are beginning to form recognisable letters. They are becoming confident speakers and engage others readily in conversation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting and using numbers. They have opportunities to count on a daily basis and have an understanding of concepts of addition and subtraction through every day activities. They are beginning to use mathematical ideas to solve problems. They understand and use language appropriate to quantity, shape, space and size when playing games and taking part in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given opportunities both in and out of doors to explore and investigate. They are given chances to build and construct using different materials. Their understanding of time and events in their lives is promoted through practical experiences and discussions. They are given opportunities to learn about the environment, their own and other cultures and different countries through planned topics. There are also opportunities to use information technology and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently between areas both in and out of doors. They have good co-ordination and awareness of others. They take part in a wide range of activities in all areas of learning, which help to develop both their fine and gross motor skills. They use a range of equipment outdoors including bikes and handle tools and other resources safely and with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are given a wide variety of opportunities to explore and use colour, different media, textures and natural materials. They take part enthusiastically in imaginative role play and musical activities. They have opportunities to experience and develop all their senses, both in planned and spontaneous activities in and out of doors. Staff plan activities to promote children's creative development across the curriculum.	
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:

- to evaluate and extend the planning to show how outdoor learning is included, to take into account how the needs of more and less able children will be met and to evaluate formally activities undertaken

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.