



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103787

DfES Number: 596350

INSPECTION DETAILS

Inspection Date 17/02/2004
Inspector Name Beryl Witheridge

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bo-Peeps Pre-School
Setting Address Halling Community Centre
High Street, Halling
Rochester
Kent
ME2 1BS

REGISTERED PROVIDER DETAILS

Name Mrs Jane Margaret Adams

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

Bo-Peeps Pre-School opened in 1998. It operates from two rooms in a village community centre in Halling, Rochester. Bo-Peeps serves the local and surrounding area.

There are currently 56 children from 2½ years to 5 years on roll. This includes 29 funded 3-year-olds and 7 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports 1 child with special needs and no children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09.15 to 11.45 and from 13.00 to 15.30.

There are 11 staff working with the children, with the owners supernummary. Over half the staff have early years qualifications to NVQ level 2 or 3. There are 3 staff currently working towards a recognised early years qualification. The setting receives support from a teacher and mentor from the local 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 at Bo-Peeps Pre-School is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a good knowledge of the early learning goals. They use this, and their knowledge of the children, when planning activities to interest and stimulate the children's learning. Planning includes opportunities to extend the learning of the older and more capable children. Individual learning aspects are identified for all children. The group extend children's knowledge by encouraging new skills and build on learnt ones. Good supporting photographic evidence is provided. Staff teach the children by example. They are good role models. They encourage the children to move freely between activities and support them in the use of the available resources. The children are confident and well behaved.

Leadership and management is very good. The supervisor and staff know their roles within the pre-school and have good working relationships with each other. Staff ratios are high and they have excellent interaction with the children. Staff are encouraged to undertake training which they do whenever possible. Regular staff meetings, staff supervision and appraisals are carried out. Staff evaluate each day's activities at the end of each session.

Parents and staff have a good working relationship. Parents feel able to talk to staff about their children at any time. Individual play plans are regularly shared with parents and they are able to have input into the plans. Parents are able to have a say in the policies and procedures of the nursery. There is a parents' panel, which has input into the group and provides feedback from other parents.

What is being done well?

- Leadership and management is very good. Staff work well together and are committed to the learning and development of the children. Children receive good support.
- Partnership with parents is very good. Parents are encouraged to work with staff to set targets for their child and take an active interest in their progress. Children receive continuity in all areas of their care and learning.
- Staff reinforce children's learning by providing them with opportunities to learn new skills, have new experiences but also to build on knowledge they already have.
- The children are provided with a stimulating, exciting and interesting environment in which to play. They are confident, independent and enjoy learning.

What needs to be improved?

- the use of mathematical language in everyday activities
- the ways that the children are encouraged to attempt to write their own names.

What has improved since the last inspection?

Following the last nursery education inspection, a review of resources was carried out. Positive images are now provided on a daily basis. Staff have attended multi-cultural training. A new workstation has been purchased enabling children to have easier access to the computer. Staff have instigated more challenging ways for children to use the climbing equipment to encourage their physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show an interest and delight in their work and achievements. They are independent and have self-care, taking themselves to the toilet and washing their hands. They can select toys and work independently. Children are able to form good relationships with members of staff and other children, take turns and play together in groups. Children are confident and have good self-esteem. Their behaviour is very good and they understand right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to read, share and enjoy books. They are able to follow text and predict the stories. Children are confident speakers with the ability to express themselves clearly and engage easily in conversation with adults and other children. They have opportunities to learn new vocabulary and extend their language. They are provided with opportunities for writing, making marks but staff miss opportunities to help children form letters correctly and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most four-year-olds and some three-year-olds are able to do simple calculation, adding and taking away. Children can count reliably up to ten, some four-year-olds beyond this. They recognise written numbers. Number displays are at child height so they are able to touch and see the display clearly. Mathematical and comparative language is not always used in everyday activities, which could extend their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to visit the local area and learn about living things. They are given opportunities to explore and learn about themselves and their environment. Wall displays provide positive images. The children are able to select toys and equipment freely. They have many opportunities that encourage them to create and design. The children have a strong sense of self worth and an understanding of the world around them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities for outdoor play and are able to move with control and co-ordination. They are able to run, hop, skip and climb with confidence. They are able to use both small and large equipment safely and confidently. Staff introduce healthy eating into the daily routine to encourage children to know what foods are good for their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given opportunities to explore and make, using different mediums and materials. They use their imaginations in art and craft, music and role-play. Staff provide them with a variety of experiences to learn about and respond to what they see, hear, taste, touch and feel. Children show pride in their achievements. This is reinforced by praise from staff.

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:

- Points for consideration:
- consider ways of introducing mathematical language in everyday activities
- encourage the children to attempt to write their own names and form letters correctly.

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.