



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205253

DfES Number: 515430

INSPECTION DETAILS

Inspection Date 08/03/2005
Inspector Name Emma Davies

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bretforton Pre-School Playgroup
Setting Address Village Hall
Main Street
Bretforton/ Evesham
Worcestershire
WR11 7HY

REGISTERED PROVIDER DETAILS

Name The Committee of Bretforton Pre-School Playgroup

ORGANISATION DETAILS

Name Bretforton Pre-School Playgroup
Address Village Hall
Main Street
Bretforton/ Evesham
Worcestershire
WR11 7HY

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

Bretforton Pre-School Playgroup registered in 1992. It operates from Bretforton Village Hall in a rural area near Evesham, and is run by a parent committee. The playgroup serves the local area.

There are currently 34 children on roll from 2 to 5 years. This includes 18 funded 3-year-olds and 5 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group is open five days a week during school term times. Sessions are from 09:00 until 12:00 Monday to Friday. Children are able to stay for an extra hour for lunch club on a Monday and Friday only.

Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3, and four staff are currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership and are members of the Pre-School Learning Alliance.

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

How effective is the nursery education?

The provision of nursery education at Bretforton Pre-School Playgroup is of good quality overall. Children are making very good progress in personal, social and emotional development and physical development and generally good progress in other areas of learning.

The quality of teaching is generally good. Effective routines give good balance between freely chosen activities and adult direction. Staff are enthusiastic, warm and supportive of all children. Clear, consistent guidelines for behaviour support children to be self-controlled and obedient. Exceptional leadership of circle time fosters excellent personal and communication skills. Staff lack knowledge of the stepping stones and how to use them in planning and assessment. This reflects in missed opportunities to develop mathematics through play and in restricted opportunities for children to choose and create freely.

Leadership and management are generally good. The committee supports the supervisor who takes responsibility for the day to day running of the pre-school. Effective, strong leadership from the supervisor is reflected in a motivated and cohesive staff team. Good deployment of staff maintains appropriate support for the children. Training needs are identified and these are being met. Staff are dedicated and conscientious, committed to improving the care and education for all the children.

Partnership with parents is generally good. An excellent prospectus gives good clear information to parents about the pre-school. Parents have good opportunities to share information with key workers at the beginning and end of sessions. Parents are encouraged to be involved in their children's learning. Children take home books and activities each week. Staff plan to hold an open morning in response to requests from parents. Not enough information is given to parents on how their children will learn through the stepping stones of the early learning goals of the Foundation Stage.

What is being done well?

- Children are happy and excited to learn. They can concentrate and listen for long periods and are very well behaved. They move from one part of the session to another with good control and confidence.
- Staff engage all the children in purposeful conversations. Children are achieving well in using language to communicate and to develop their ideas.
- Staff are confident and skilful in making excellent use of circle and group times to promote and extend learning. Children respond to good practice and lots of praise and are excited and motivated to learn.

- Good routines, creative use of space and effective deployment of staff give a good balance and range of learning opportunities for both three and four year olds.

What needs to be improved?

- planning of practical activities that support mathematical learning and confidence of staff to develop mathematical ideas and thinking in free play
- provision of resources and time for children to choose and explore with a good range of materials, tools and equipment
- support for children to learn about every day technology
- the staff's knowledge and understanding of the stepping stones of learning and reference to them in planning and assessment

What has improved since the last inspection?

Very good progress has been made and all the points from the previous action plan are now successfully included in the planning. Circle time is used very effectively to consolidate previous learning. Children have good opportunities to sing, dance and to enjoy music.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are secure and comfortable, moving confidently from free play to directed activities as the routine moves on. They are self-controlled, very obedient and responsive, excited and motivated to learn. The children's response to circle time is exceptional. They demonstrate good self-esteem, respect, and a sense of belonging. Staff give excellent support for children to share news from home in turn while the others listen quietly. Children help each other and are building good friendships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact, negotiate and take turns in conversation with each other and adults. They enjoy listening to stories and are very attentive in group time. They use rhyme and songs from memory learning about the sound and pattern of words. Strong emphasis is given to developing reading through phonics. Children are supported to write their names. Too little emphasis is given in planning for children to make marks freely with a range of equipment and for them to use writing in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

A well planned routine ensures that all the children regularly practice counting and are learning to recognise numerals. Staff direct learning about adding and taking away using a number line. Too little emphasis is given in planning activities that develop mathematical language and ideas. Four year olds lack challenges that involve thinking mathematically to solve simple practical problems. Opportunities are missed to develop confidence in using mathematical vocabulary and methods.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Good support is given to children to talk about and develop understanding of events and experiences in their own lives and to learn about community and culture. Well planned outings and outdoor activities promote learning about the natural world. Provision lacks opportunities for the children to explore and select from a variety of materials and tools to design and build and to question why and how things happen. Children rarely make use of everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The setting acknowledges the children's need to be active as they learn. Control, confidence and skills are promoted with large and small equipment. Children are encouraged to try new ideas while climbing, sliding, balancing and riding wheeled toys safely, both inside and out. Children get excited moving to music and making the actions to songs. Children often practice skills with scissors and writing tools. They are developing hand-eye coordination throwing beanbags into buckets.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Many directed craft activities are provided for children to use colour, texture and shape. Children enjoy rhymes and songs and moving to music. They act out stories and experiences and talk about their feelings in imaginative group play. They learn about sound and music playing instruments and banging out rhythms on cardboard boxes. Planning lacks support for children to choose, explore freely and develop ideas and creativity with a wide range of materials and tools.

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

- give emphasis in planning to practical activities that support mathematical learning and increase the confidence of staff to develop mathematical ideas and thinking in free play
- provide more resources and time for children to choose and explore with a good range of materials, tools and equipment
- plan more opportunities that support children to learn about every day technology
- develop the staff's knowledge and understanding of the stepping stones of learning and use them in planning and assessment

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.