



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 960768

DfES Number: 594903

### INSPECTION DETAILS

Inspection Date 12/01/2005  
Inspector Name Olive Sumner

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Mini Bugs Pre-School  
Setting Address Devonshire Avenue  
Southsea  
Hampshire  
PO4 9EQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Mini Bugs Pre-School

### ORGANISATION DETAILS

Name Committee of Mini Bugs Pre-School  
Address Devonshire Avenue  
Southsea  
Hampshire  
PO4 9EQ

## 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

Mini Bugs Pre-school is situated in the Southsea area of Portsmouth and was established in 1998. It is a registered charity and is organised by a voluntary management committee. The supervisor is responsible for the day-to-day management and organisation of the provision. The pre-school is based within Devonshire Avenue Baptist Church Hall and has the use of one room and access to an outside area. It serves children from all surrounding areas.

The pre-school is open mornings, term time only, Monday to Friday, from 09.15 until 11.45. Currently there are thirty-two children on the register, including twenty-three three year and four year olds who are in receipt of nursery education funding. The group offers support to children who are identified as having special educational needs and for children who speak English as an additional language.

There are five members of staff employed to work with the children and four staff have relevant early years qualifications including NNEB and NVQ 3 in Childcare and Education. The setting receives support from the Early Years Development & Childcare Partnership (EYDCP) and is an accredited member of the Pre-school Learning Alliance (PLA).

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

### How effective is the nursery education?

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

The quality of teaching is generally good. All staff are caring and supportive and are involved in what the children do. They interact and question effectively and children show confidence and motivation and make very good progress acquiring skills of personal independence. Relationships and behaviour are very good. Children respond to the consistent expectations of the staff who use praise very well. Teaching is effective when staff know what children are expected to learn from their play and practical activities. They explore and investigate, develop their imagination and extend their physical skills but some opportunities are missed for children to access their own resources for creative activities. Sometimes opportunities are missed to develop learning consistently and learning objectives are not always clear and sufficiently focused to meet the needs of all children. Planning ensures good coverage of the curriculum over time and the assessment system enables children's progress to be well tracked. Effective systems are in place to support children identified with special educational needs and for children for whom English is an additional language.

Leadership and management are generally good. The supervisor is well organised and committed and ensures good quality provision. She has introduced change which has had a positive impact on children's learning. In this she is very well supported by the staff team and management committee. At present there is no appraisal system in place to identify training needs or systems to effectively monitor and evaluate the curriculum.

Parent partnership is generally good. Parents value the quality provision and committed staff team. Some opportunities are missed to inform parents of the curriculum and children's progress and achievement.

### What is being done well?

- Children are confident and motivated and make good progress learning through purposeful play from a good range of activities. They are happy and settled and can confidently select resources and they show growing skills of independence as when pouring their own drinks and tidying up. Relationships and behaviour are very good and all staff manage children very well.
- Children show confidence talking about what they do and events in their own lives and families. They use speech to organise their play and respond very well to stories, rhymes and songs. They confidently learn to recognise their names and to know and use numbers in familiar context as in the role play shop and are very well supported by staff. They recognise numbers and learn to count reliably across a range of practical activities, puzzles and games.

- Staff support children well and are involved in their learning. There is a balance of adult support and independent learning and sessions are well organised and include a good range of activities across the six areas of learning. Planning ensures effective coverage of the early years curriculum and assessment effectively tracks children's progress.
- The setting is well led and managed and all staff have clear roles and responsibilities. All staff are committed to improving care and education for all children and they work together as a committed team.
- Parents appreciate the welcoming, caring atmosphere and are pleased their children are eager, happy and settled. They value the commitment of the staff.

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

- regular encouragement for children to consistently attempt their own writing including their name and to link sounds to letters
- more frequent opportunities to sing number rhymes and to count
- opportunities to extend learning through practical activities with focused learning objectives which meet individual needs and provide challenge for more able children
- monitoring and evaluating of the curriculum and resources and so that all children consistently extend their learning and access a balanced curriculum
- children's access to creative resources so that they can self select, make choices and develop their own ideas, thoughts and feelings
- opportunities for parents to be informed about the curriculum and children's progress and achievement.

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

There has been generally good progress in children's learning since the last inspection.

The setting was asked to provide more opportunities for children to hear letter sounds, recognise their names and attempt their own writing as well as increasing access to resources, including technology, so that children have opportunities to explore, investigate and observe. Children now have very good opportunities to recognise their name and some good opportunities to attempt their own writing. There are some opportunities to link sounds to letters. The range of resources has been increased across the curriculum. Children have good opportunities in free play to access resources, including the computer and to explore, investigate and observe. Some opportunities are missed to consistently encourage children to attempt writing their name, to develop children's knowledge of sounds and to use the good range of resources available.

The setting was also asked to review assessment so that details of what a child

needs to learn next are clear and can consistently be used to inform planning. There is now an effective assessment system which relates very well to the stepping stones of the early learning goals of the Foundation Stage. This is a useful tool to inform planning and enables staff to have clear understanding of what children need to learn next although at present this does not happen consistently.

Finally the setting was also asked to plan daily activities so that staff know their role and can recognise how to achieve the learning objectives and how activities can be adapted to meet individual needs and provide challenge for older and more able children. There are now daily plans in place and staff are clear of their roles and responsibilities. However when learning objectives are not sufficiently focused opportunities are missed to meet individual needs and provide challenge for more able children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and motivated in what they do and are eager to try new activities. They settle well and can work in a group or independently. Relationships and behaviour are very good and children respond very well to the consistent expectations of the staff. They learn to take turns and share and make very good progress acquiring skills of independence very well supported by staff. They begin to learn that people have different needs and feelings and to treat others with respect.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show confidence talking with one another and with adults. They learn to speak clearly and use speech to organise their play as in imaginative games and role play. They respond with enjoyment to a good range of stories, rhymes and songs and enjoy sharing books. They learn to recognise their name, attempt their own writing and begin to link sounds to letters but some opportunities are missed for children to consistently attempt writing their name and to develop their knowledge of sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use numbers in familiar contexts as in shopping role play. They learn to count reliably, recognise numbers from a good range of practical activities including puzzles and games. They sing number rhymes and use mathematical ideas to solve simple problems in everyday activities. They learn to compare and describe shape, size, quantity and position. On occasion opportunities are missed to extend children's learning consistently and build on what they already know.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore, investigate and identify features of living things. They build and construct using a good range of materials and ask questions about how things work as when using the computer mouse. They learn about everyday technology in the role play shop and support their learning using telephones and the computer. They learn about past and present in their own lives, find out about the local area and the culture of others. Some opportunities are missed to extend learning consistently.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently, safely and imaginatively in the indoor space. They learn control and co-ordination and become aware of their own space and that of others. They learn to travel along the balancing apparatus and to manipulate large construction. They have regular access to a range of large and small apparatus and learn to use small tools, construction and malleable materials with increasing skill. Some opportunities are missed to develop and extend children's physical skills.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have some good opportunities to explore colour using paint and chalk. They develop their imagination in role play and imaginative games. Children sing a range of songs from memory with enjoyment and match movement to music. Children have insufficient opportunities to access their own resources, make their own choices and develop their own ideas, thoughts and feelings using colour, texture, shape and form.

**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**

- monitor and evaluate provision across all areas of the curriculum so that children are consistently encouraged to extend their learning and build on what they already know. Ensure learning objectives are precise, clear and focused enabling children to make progress and meeting individual needs
- provide opportunities for children to access their own resources in creative activities so that they can express their own ideas, thoughts and feelings in colour, texture, shape and form.
- continue to develop partnership with parents so that parents have more opportunities to be informed about the Foundation Stage curriculum and their children's progress and achievement.

*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.*