



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127040

DfES Number: 513633

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Mary Van De Peer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bredhurst Busy Bees Playgroup
Setting Address	Bredhurst Village Hall Hurstwood Road, Bredhurst Gillingham Kent ME7 3ZJ

REGISTERED PROVIDER DETAILS

Name	Mrs Mary Louise Gough
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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

Bredhurst Busy Bees Playgroup opened in the sixties, the present owner has been with the playgroup since 1995. It operates from one room in a village hall. The playgroup is located in Bredhurst a village situated between the Medway Towns and Maidstone. It serves a wider area than just the village.

There are currently 20 children from two to five years on roll. This includes three funded three- year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. There is one child who has special educational needs and all the children attending the group speak English as a first language.

The group opens three days a week during school term times. Sessions are from 09:15 until 12:15 pm, Mondays, Wednesdays and Fridays.

There are four part time staff plus the person-in-charge who work with the children.

All four members of staff have early years qualifications. The playgroup is not currently receiving any support from the local Early Years Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Bredhurst Busy Bees Playgroup provision is acceptable but has some significant areas for improvement overall. Children's progress towards the Early Learning Goals is limited by some significant weaknesses in the provision.

The overall quality of teaching as significant weaknesses. Staff provide many worthwhile activities and work positively with the children. They encourage them to be confident and promote their self esteem. Limited resources in some areas, reflects on the opportunities given to children in general. There is generally good progress being made in the areas of physical and creative development. However, staff's lack of knowledge and understanding of the Foundation Stage, does not ensure children's progress towards all the Early Learning Goals. Staff plan activities for children's free play, using topics enthusiastically. However, they do not consistently reflect what is expected of children, or extend more able children's learning.

The system for assessment of children's progress is unclear. Staff record observations of children's involvement in activities but are not using them effectively to identify what children need to learn next and to inform the planning. There are procedures in place for supporting children with special education needs and who speak English as an additional language.

The leadership and management of the setting has significant weaknesses. Staff work well together and committed to the care of the children. They support each other throughout the sessions. The procedures to evaluate and review the effectiveness of the observations and plans are not yet fully developed. This results in limited opportunities for children to extend their learning and development.

The partnership with parents is generally good. Staff provide parents with information about the setting and greet parents warmly. They provide parents with written observations but no detail about their progress towards the Early Learning Goals.

What is being done well?

- The relationship between staff and children is good. Children enjoy their play in a secure environment. Their confidence and self-esteem is developing.
- Children speak clearly and confidently. They communicate well with both adults and their friends.
- Staff work well as a team, providing children with good role models. Children know how to behave and understand what is acceptable and what is not.
- Staff present worthwhile activities and topics to encourage children's interest.

- The children's physical skills are being developed appropriately. They are able to use a wide range of tools and equipment.
- The children are progressing well in creative development. They are able to use and experience a variety of resources, producing their own creations.
- The partnership with parents is generally good. This helps provide children with continuity of care.

What needs to be improved?

- the opportunities for children to self-select
- the extended learning and development of all children, especially more able children
- the opportunities for children to further develop their independence
- the range of resources available in the activities provided
- the effectiveness of observations, planning, assessments and reviews
- staff's knowledge and understanding of the Early Learning Goals and the Foundation Stage
- staff supervision and appraisal system.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have positive relationships with adults and their friends. Their behaviour is generally good. They are comfortable asking adults for help. Children are able to take turns. Children's work is not displayed at their height. However, children do not have enough opportunities to choose activities and resources for themselves. They have periods of time when they are not occupied. The challenges generally set for children, especially more able children, are not always appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children interact and talk well. They enjoy listening and joining in with stories and rhymes. More able children are beginning to use the pictures in books to tell a story. Older children are confident enough to make suggestions and requests to staff. However, there are limited opportunities for children to mark-make in everyday activities and the resources available are limited. Children do not have a regular opportunity to learn about sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are able to count well. They are beginning to recognise a variety of shapes and colours. Children are starting to use appropriate mathematical language. However, there are missed opportunities for children to learn about size and quantity. Children are not consistently learning about simple addition and taking away. More able children are not being sufficiently challenged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are beginning to learn about why and how things work. They are learning about small creatures and their environment. Children are able to talk about their own families. However, there are few opportunities for children to learn about the differences in other people. Children are able to use a wide range of tools and equipment to build and construct. There are limited programmable resources available for children to develop appropriate skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use available space confidently, safely and with good control. They are sometimes able to use the outdoor play area. Children are beginning to develop appropriate skills by using a range of small and large equipment. There are some missed opportunities for children to learn more about staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are beginning to look at colours, textures and shapes. They are starting to use their imagination. Children are able to describe what they are feelings in situations. They are able to use different materials and tools to create designs. There are missed chances for children to learn about and respond to different sounds, using musical instruments. There are also limited choices of resources within some of the activities provided.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide further opportunities for children to self-select
- ensure all children, especially older, more able children, are being provided with appropriate and sufficient challenges
- improve staff's knowledge of the Early Learning Goals and the Foundation Stage
- develop an appropriate and effective staff supervision and appraisal system
- develop the planning system to include a broad range of activities and details of :-
 - i) what the children are expected to learn
 - ii) the intended area of learning
 - iii) how staff will identify individual children's next steps in their learning.

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.