



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 199420

DfES Number: 511366

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Doreen Forsyth

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Brinkworth Butterflies
Setting Address	Brinkworth Village Hall Brinkworth Chippenham Wilts SN15 5AF

REGISTERED PROVIDER DETAILS

Name	Brinkworth Butterflies 1037965
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ORGANISATION DETAILS

Name	Brinkworth Butterflies
Address	Brinkworth Village Hall Brinkworth Chippenham Wiltshire SN15

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

Brinkworth Butterflies Pre-School opened in 1969. It operates from the village hall, with access to an outside play area. The pre-school serves the local rural area. There are currently eighteen children from two to five years on roll. This includes eight funded three and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special needs. At present there are no children attending who speak English as an additional language.

The group opens for four mornings a week during school term time. Sessions are from 09.30 until 12.15 each morning. The pre-school is closed on Thursdays and offers a lunch club on Fridays.

Two full time members of staff work with the children. Both staff members have recognised early years qualifications at level three. The setting receives support from the Early Years Development and Childcare Partnership. The pre-school is a member 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?

At Brinkworth Butterflies the provision is of good quality; children are making generally good progress towards the early learning goals.

Teaching is generally good. Both members of staff are suitably qualified. They interact very well with the children. Because it is a small pre-school with good adult/child ratios, staff know the children very well and understand their individual learning needs. Staff's knowledge of the early learning goals is quite limited, this is reflected in the curriculum planning which does not effectively promote all areas learning, especially children's creative development and their knowledge and understanding of the world. Staff record the children's progress along the stepping stones of the early learning goals appropriately, using these observations when planning for children's next steps. The activities provided help children to progress, but sometimes the presence of two-year-olds in the setting restricts the provision and challenge that is offered to three and four-year-olds. Staff manage children's behaviour well. They encourage, praise and reward acceptable behaviour. The pre-school is well resourced.

Leadership and management of the pre-school is generally good. The committee is very supportive of the staff and regularly help out in the daily activities. It is a new committee; they are working hard to turn the pre-school around after a difficult period. They are aware the setting has areas for improvement and use the support of outside advisors to help them move forward.

The partnership with parents is limited by some significant weaknesses. Parents have good information about the setting, including a prospectus, noticeboards and newsletters. They are welcomed into the pre-school, serve on the management committee and assist on the daily rotas. However, they do not have any planned opportunities to find out about their children's progress, share what they know about their children or to be involved in their learning.

What is being done well?

- The staff interact very well with the children. They know them well. They question them appropriately and are interested in what they say and do.
- Children's interest in books and stories is fostered very well. Staff are skilled at story telling, they encourage children to use books for enjoyment.
- Children's personal, social and emotional development is promoted well. Children are confident and happy to try new activities. They are learning to share their thoughts and ideas with others.
- Staff encourage children to behave well. Children are praised and rewarded for appropriate behaviour, they enjoy receiving stickers at the end of the session.

What needs to be improved?

- parent's opportunities to share what they know about their children's learning at home, to be informed about their children's progress and be involved in their learning
- the planning of the curriculum, to ensure all aspects of the early learning goals are promoted, especially the provision for children's knowledge and understanding of the world and creative development. Include more opportunities for children to explore and investigate, use everyday technology to support their learning, develop their imaginations and use role-play in the daily provision
- the management of the provision, so that the care of younger children does not hinder the programme of education provided for funded three and four-year-olds.

What has improved since the last inspection?

The pre-school was set two key issues for improvement at the last inspection, they have made limited progress in meeting these. The first was to 'further develop the planning of physical development to promote more regular use of the climbing frame and balancing equipment, and to prepare a wide range of activities to promote physical activities throughout the setting'. Children take part in physical activities each session. They often play outside using wheeled toys, hoops and balancing toys. They used a parachute inside the hall during the inspection. Staff plan for children to take part in some physical activity each day, but at present, children do not have any opportunities to climb. The committee are aware of this and are in the process of choosing new climbing resources.

The second issue was to 'promote regular opportunities for parents to add their own comments, and share further information about their children's development away from the pre-school, on the groups assessment sheets'. At present parents do not have opportunities to contribute to the assessment records that are kept for the children. They do not have planned opportunities to share what they know about their children's learning with the setting, although they complete an initial profile when children first start at pre-school. This is an issue that will carry forward from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children leave their carers happily settling to the activities available. They speak confidently to the others at circle time, and interact well with each other and the adults present. They can work together, for example when tidying up or playing games. They are able to take turns and share. Children have some independence, they can select some of their own resources. They behave very well and are learning right from wrong. They are finding out about other's beliefs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children use language to organise their thoughts and ideas very well. They enjoy stories and can retell or predict aspects of the stories. There is a well stocked book area where adults often sit and read with the children. They have many opportunities to recognise their own names; some children can write their names and other words. Resources are available for mark making. Children do not have many opportunities to begin to link sounds to letters or name letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Some children can count and recognise numerals from one to ten and beyond. They solve problems using construction toys or the train set. When playing with water they learn about capacity. Staff present activities that help children to identify shapes and compare sizes. There are resources available for children to match, sort and make patterns. The opportunities for children to use mathematical concepts and language in the daily routines are quite limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children learn about the world around them and their environment through topic work and themes. They have recently explored Diwali as part of the 'light and darkness' theme. They design and build with construction toys but do not use many other resources to construct and join materials. Children's opportunities to explore, investigate and question why things happen are limited, they do not use any everyday technology to support their learning. They celebrate their own and others festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have some opportunities to move freely, and use wheeled toys when playing outside. They use equipment such as hoops and balls with confidence, and learn an awareness of space when playing with the parachute or taking part in ring games. Their opportunities to climb and balance are limited. They use a range of malleable materials such as clay and sand, or tools such as felt-pens and spades to practice small muscle control. They learn about the importance of staying healthy in topic work.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children explore colours, shapes and form using paint and craft materials. They sing songs from memory very well, and they have access to a selection of musical instruments. Children use their imaginations when playing with the train set or plastic animals, but have very limited access to resources for home and role play, or for dressing up. They do not often have opportunities to use their imaginations, in dance, drama, role or imaginative play.

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

- strengthen the partnership with parents by providing them with opportunities to share what they know about their children with the setting, to be informed about their children's progress and achievements and to be involved in their learning
- ensure that the planning of the daily programme promotes all aspects of the early learning goals, especially the children's knowledge and understanding of the world and creative development
- review the organisation of the setting to ensure that the educational provision for three and four-year-olds is not hindered by the provision for younger children in the pre-school.

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.