



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224044

DfES Number: 521457

### INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Kathryn Mary Harding

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bitterley Rising 5`s
Setting Address	Bitterley C E School Bitterley LUDLOW Shropshire SY8 3HF

### REGISTERED PROVIDER DETAILS

Name	The Committee of Bitterley Rising Fives
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### ORGANISATION DETAILS

Name	Bitterley Rising Fives
Address	Bitterley School Bitterley Ludlow Shropshire SY8 3HF

## 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

Bitterley Rising Fives opened in 1993. The group is held in a self-contained unit on the first floor of Bitterley Church of England Primary School. The school is situated in the village of Bitterley, a rural area of Shropshire, six miles from Ludlow. The group is able to use the school's outdoor facilities.

There are currently 12 children from 3 to 5 years on roll. This includes 11 funded 4-year-olds and 1 funded 3-year-old. Children can attend a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The setting opens three mornings per week, Monday, Tuesday and Friday. Sessions are from 09:00 until 11:30 term time only.

Two members of staff work with the children, and both hold recognised childcare qualifications. The group receives support from the Early Years Partnership.

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

### How effective is the nursery education?

Bitterley Rising Fives provides very good nursery education, with the children making very good progress towards the early learning goals. Staff have a very secure knowledge of the Foundation Stage curriculum and the early learning goals and children are very well taught.

Staff extend children's learning by encouraging the children to think and with very skilful use of questioning. Staff offer a stimulating, calm and relaxed environment, where children enjoy learning through a wide range of interesting activities.

Staff work very well to include all children and draw up detailed plans. Individual education plans are drawn up for children with special educational needs. Children's progression is ensured through observations and assessments which inform future plans.

The leadership and management of the setting is very good and staff work well together as a team, communicating effectively and knowing their roles and responsibilities. All staff receive an annual appraisal. Changes to practice are constantly being considered and the staff team are always open to improvement.

Partnership with parents is very good. Staff work very hard to ensure that parents are kept well informed about their child's progress. They can attend a consultation meeting with staff and children take home 'a book about me' to complete at home. Good quality information is provided to parents about the pre-school life. They are invited to social events and outings. However, as a point for consideration, staff could further extend parents' involvement in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is a strength of the setting. Children behave well, good manners are encouraged, along with respect for each other. Children are confident, keen and interested to learn.
- Children have many opportunities to talk with their peers and adults. They confidently talk about their lives, their families, past, present and future events.
- Staff create a very stimulating environment where children learn through a wide range of both planned and spontaneous opportunities.
- Staff's clear understanding of the Foundation Stage curriculum and early learning goals leads to well planned activities which sustain children's interests and efforts.
- Staff interact in a very calm manner with the children and listen and respond appropriately to their requests.

**What needs to be improved?**

- Point for consideration:
- opportunities for parents to be more involved in their child's learning on a regular basis.

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

Very good progress has been made since the last inspection.

The setting had to provide more opportunities to develop children's climbing, balancing and whole body co-ordination. Staff plan 15 minutes of physical exercise each session and have bought a climbing frame and safety mats. Plans show that the equipment is used to develop co-ordination skills and the skills of climbing and balancing.

The setting had to provide more information for parents about the child's attainment and progress in their learning and encourage parents to contribute to the assessment by sharing information about the child's learning at home. The setting looked at monitoring attainment in a parent-friendly format and looked at different assessment systems. The committee were also involved in how best to share these records with parents. Parents are now invited to a parents' consultation meeting where they can see how their child is progressing and they can complete an initial form about what their child can do when the child first starts in the setting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and interested to get involved in activities and have a positive approach to learning. They are keen to try new experiences and are interested and confident in their play. Staff manage children's behaviour in a calm and effective manner. They continually praise and encourage them so raising their confidence and self-esteem. Children freely choose activities and engage in many activities for sustained periods of time. They look at different cultures and festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities to speak in small and large groups, with less confident children being gently encouraged by staff. They engage in conversations, encouraged by staff's consistent interest and involvement in their play. Three and four-year-olds have lots of opportunities to recognise their names, with some children correctly recognising letters in words. Some children are starting to form recognisable letters and they can freely access a wide range of mark-making materials.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide a wide range of both planned and spontaneous activities to extend the children's learning in number recognition and counting. Children begin to understand in a practical way the concepts of simple number problems during the routines of the sessions. There are opportunities for children to recognise and talk about shapes. Positional language is used in play situations and adults extend this. A good range of mathematical equipment is available for children to sort and compare.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have lots of opportunities to explore and investigate made and natural objects. They access a computer and educational programmes to support their learning. A wide range of materials are available for children to construct for a purpose. Children freely discuss their families, past, present and future events. Visits within their local community are undertaken and visitors are invited in to consolidate children's learning. A good range of resources are available to reflect diversity.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in a variety of ways around the indoor and outdoor area with an awareness of space and others. They use a wide range of large and small equipment on a daily basis, which helps them to effectively develop their fine control skills and large scale movement skills. They are developing a good awareness of a healthy lifestyle.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have lots of opportunities to explore and talk about colour, shape and texture, both within the planned themes and in the routines of the session. They confidently sing familiar songs and learn about rhythm. At times children spontaneously sing songs and dance around the room to music. Children play imaginatively in all areas of the room and take on different characters as they play. They have many opportunities to respond using their senses and adults extend these conversations.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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:*

- There are no key issues, but consideration should be given to improve the following:
- Improve the opportunities for the parents, so that they can be more involved in their child's learning on a regular basis.

*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.*