



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221840

DfES Number: 522416

INSPECTION DETAILS

Inspection Date 15/01/2004
Inspector Name Clare Elizabeth Pook

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Buckden Pre-school Village Hall Playgroup
Setting Address The New Millennium Hall, Burberry Road
Buckden
St. Neots
Cambridgeshire
PE19 5UY

REGISTERED PROVIDER DETAILS

Name The Committee of Buckden Pre-school Playgroup 291840

ORGANISATION DETAILS

Name Buckden Pre-school Playgroup
Address Burberry Road
Buckden, St Neots
Huntingdon
Cambridgeshire
PE19 5UY

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

Buckden Pre-school Playgroup opened in the late 1960's. It operates from two rooms of a purpose built section of the village hall in the village of Buckden. Buckden Pre-school Playgroup serves the local area.

There are currently 39 children from 2 years 9 months to 5 years on roll. This includes 13 funded 3 year olds and 0 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports 1 child with special needs. No children at present attend who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.10 until 12:10

Five part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 or are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

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

How effective is the nursery education?

The provision for nursery education at Buckden Pre-school Playgroup is generally good. It enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good knowledge of the early learning goals in all six areas. Staff used both planned and impromptu activities to ensure that children progress. Planning in all areas has been developed and assessment of children is used effectively to move the children on to the next steps. Further development of the short term plans for extending children's learning would enhance children's development. Staff are working hard to deflect inappropriate behaviour and concentrate on positive strategies such as encouraging the children to use the sand timer to complete a task.

Children with special needs attend the group. An effective system of monitoring children's progress is maintained and appropriate support is given. At present no children with English as a second language attend, although structures are in place to provide support.

Leadership and management is generally good. Several changes have taken place and staff are now forming a good working relationship with each other and the committee. The staff have started to evaluate and review the effectiveness of the pre-school, highlighting their strengths and weaknesses and how to move forward. Staff appraisals are being introduced to monitor their own professional development.

The partnership with parents and carers is generally good and contributes to children's progress towards the early learning goals. Exchange of information on a daily basis keeps all parties informed of progress and changes. Staff provide clear information on the early learning goals to parents. Opportunities are provided for parents to contribute to their child's assessments in all six areas of learning.

What is being done well?

- Children's knowledge and understanding of the world is good. Children are learning about their environment and the changes that occur within it. Children use the computer with confidence to support their learning. They have good mouse control skills.
- Children are confident to talk to other people and are independent in their personal hygiene.
- Children are able to recognise their own name as well as that of their peers through routine tasks and planned activities.

What needs to be improved?

- linking planned activities to the learning intention and identifying ways in which they can be adapted for the more/less able child
- opportunities for children to express their imagination through free choice of craft activities and media play
- planned activities for large physical movement.

What has improved since the last inspection?

Improvements since the last inspection are generally good. Staff have made good improvements on the planning. Learning intentions are clear and activities are planned. However, it is not always clear how the learning intention is linked to the activity. Plans are displayed for parents to view and help contribute to their child's learning.

Very good progress has been made in the area of assessment. Staff record observations on the children and evaluate activities. These are used to plan the next steps for individual children. Parents are able to comment and contribute their own observations under each of the six areas of learning.

Staff are currently undertaking a variety of training and an appraisal system is in process.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident within the group. They are able to work alone and ask for help when needed. Children are able to pour their own drinks and manage this skill well. Children take turns on the computer and work together to complete an activity such as a jigsaw. Behaviour at times is challenging. Staff work hard to deflect inappropriate behaviour and encourage positive strategies such as encouraging the children to march and not run, however some large group activities remain difficult.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff provide good opportunities for children recognise their name such as self registration and at snack time. Some children are beginning to read the names of their friends too. Children are confident to talk to their peers, staff and visitors. Children are able to describe facial expressions such as happy and sad as shown in a story. Children are beginning to copy their name, although there are limited opportunities for children to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children readily count everyday objects such as plates and cups. They are learning to recognise and sequence numbers 1 to 10. The children parked their bicycles by matching the number on their bicycle to that in the parking space. Opportunities to create and re-create patterns are provided through games and computer activities. Children are learning to recognise shapes in 2 and 3 dimensions. Opportunities for children to begin to calculate are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing an awareness of themselves, other people and their environment through activities such as differences in fingerprints, celebrating a variety of festivals and topics like the weather. Staff use questioning effectively to encourage children to talk about their family and events in their own life such as their birthdays. Opportunities for children to construct and join materials in a variety of ways is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good control of movement and awareness of space when riding on wheeled toys. Children use a range of small equipment such as cutters, rolling pins and scissors with increasing control. They are able to build with a variety of construction toys with ease. Staff promote healthy eating through topics and discussions at snack time about healthy foods. Opportunities are limited for children to develop skills on large equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and shape through directed activities, but have limited opportunities to create and express their own ideas. Role play and dressing up are used to encourage children to express their ideas through imaginative play. Children listen to and sing a variety of familiar songs. Musical instruments are used but infrequently. Staff provide limited opportunities for children to experiment and express their ideas through general craft activities.

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

- Continue to develop planning to show how planned activities are linked to the learning intention and how they can be adapted for the more/less able child.
- Increase opportunities for children to express their imagination through free choice of craft activities and media play.
- Provide planned activities for large physical movement.

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.