



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 153471

DfES Number: 511376

INSPECTION DETAILS

Inspection Date 08/04/2003
Inspector Name Joanna Helen Martin

SETTING DETAILS

Setting Name Three Bears Pre-School
Setting Address Holt Road
Wareham
Dorset
BH20 6LE

REGISTERED PROVIDER DETAILS

Name The Committee of Three Bears Pre-School

ORGANISATION DETAILS

Name
Address

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

Three Bears Preschool opened in 1995. It operates in a classroom attached to Bovington First School. New purpose built premises are due for completion in the Autumn of 2003. The group is managed by a Trust and employs six staff, all of whom hold relevant childcare qualifications. A modern apprentice in child care also works within the setting. The group operates from 8.45 am to 3 pm, term time only and is registered for 25 two to five year olds. The premises consist of a classroom, toilets and an outdoor play area. They also have use of the school hall, kitchen and playing fields. Three Bears Preschool is in receipt of funding for three and four year olds. There are currently 29 children on roll, of which there are 13 funded three year olds and eight funded four year olds. Children attend from Bovington and the surrounding areas, with many children coming from the nearby army camp. The group is able to accommodate children with special needs although none attend at present. They are also able to accommodate children with English as an additional language. Three staff members speak German and there are systems in place to support children who speak other languages. The group receives support from several other agencies such as Dorset Early Years Partnership, Dorset Community Action, Sure Start, Army Welfare and Traveller Liaison. They are also members of the National Day Nurseries Association.

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

How effective is the nursery education?

The Three Bears Pre-school offers good quality provision which helps children make generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, communication, language and literacy and physical development. The quality of teaching is generally good with some very good aspects. Staff have excellent relationships with the children and are able to support them very effectively in their learning and development. They are good role models to the children and promote good behaviour well through positive methods which maintain the child's self esteem as well as encouraging them to think about the consequences of their actions. Staff are able to adapt activities to meet the needs of the children. However on occasions the challenges provided for the more able children are not sufficient to extend their thinking and reasoning further. Children receive a broad range of experiences and activities that cover all areas of learning, although insufficient emphasis is given to some aspects. There is a very good range of resources available to the children and staff use them effectively to provide interesting and stimulating learning experiences. The leadership and management of the setting is very good. The group is operated by a Trust who manage the setting effectively. The manager is committed to providing a high standard of care and ensures the necessary systems are in place to enable this to happen. Staff receive ongoing training to refresh their existing skills and to develop new ones. The group work closely with outside agencies to enhance the quality of care and support for all. Partnership with parents is very good. There are plenty of opportunities available to parents to share in their child's learning, such as open weeks and termly reports. Parents are provided with good information about the setting and its aims and policies.

What is being done well?

Children are being supported well both educationally and emotionally. They are having fun and building good relationships with staff and other children. Children use language confidently, making suggestions and voicing opinions. Children are developing their physical abilities well including climbing, coordination and control. Strong leadership and management results in improved training opportunities for staff and access to funding and support from outside agencies, which benefits children, their families and the local community. Staff manage children's behaviour very effectively, promoting good behaviour whilst maintaining the child's self esteem.

What needs to be improved?

Planning to ensure activities are provided to challenge the more able children, extending their thinking, reasoning and problem solving skills. Planning to ensure that children are encouraged to write numbers and to use their own imaginations more in planned craft activities.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and have addressed most issues well. Parents are now provided with various opportunities to contribute to their child's assessment through informal discussions, written reports and open weeks when parents can view work and activities. Other methods of sharing information have been tried but proved to be less successful. Planning for mathematical development has been improved and this is evident in the children's competence and confidence with number work. They now do simple calculations well and have regular opportunities to solve mathematical problems such as "how many more cups do we need at this table?" Opportunities to write numbers are still not provided regularly though.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Progress in this area is very good. Children are confident and are building good relationships with staff and each other e.g. one child told a story to a younger child who was feeling unwell. Behaviour is very good and staff manage unwanted behaviour in a very positive way. Children are independent and help with everyday tasks such as pouring drinks and tidying away. Staff value and respect all children and promote self esteem well, providing good levels of support in times of difficulty.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
<p>Progress in this area is very good. Children are able to communicate well, expressing feelings and opinions with confidence. They are developing good listening skills and staff use a variety of ideas and resources to make stories and rhymes interesting. Children are learning that print carries meaning and are beginning to write their names. Some older children are able to write well and can copy words accurately. These children could be challenged further to sound out their own words.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Progress in this area is generally good. Children are able to count reliably to 10 with some counting beyond that. They are able to recognise numbers but there a few opportunities for them to write numerals. Most are able to do simple calculations and use mathematical language confidently describing shapes, positions and size. Some more able four year olds would benefit from having opportunities to problem solve using their own ideas e.g. how to move water from A to B without a bucket.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Progress in this area is generally good. Children are gaining a good understanding about their local environment and about the world as a whole. They explore and investigate natural objects and creatures. They use the computer competently with support from staff and are beginning to develop an understanding of time. Although children have some opportunities to design and make things independently, recent planning has resulted in the majority of opportunities being adult directed.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Progress in this area is very good. The children have access to a good range of large and small equipment, outdoor areas and the school hall which all provide good developmental experiences. The children manoeuvre large wheeled vehicles competently and show control and coordination in their physical movements when running, jumping, parachute play and ball skills. They are developing fine motor</p>	

skills through sand play, painting, pencil control, threading and clay.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Progress in this area is generally good. Children respond enthusiastically when singing songs and rhymes. They enjoy imaginative play and use the role play area well, playing cooperatively and using the wide selection of resources available. Children are encouraged to express their feelings. They regularly explore colour, shape and texture in creative activities although opportunities for free expression are sometimes missed as craft activities are often adult directed.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Extend activities to provide additional challenges for the more able children, giving them opportunities to express and extend their ideas fully whilst practicing and developing their existing skills. Plan so that the range of activities offered ensures that children have varied opportunities to design and create, using a variety of materials, methods and their own imagination and that they are given regular opportunities to write numerals.