



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134300

DfES Number: 514215

INSPECTION DETAILS

Inspection Date 06/12/2004
Inspector Name Elizabeth, Claire Price

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Benson Community Preschool
Setting Address Oxford Road
Benson
Wallingford
Oxfordshire
OX10 6LX

REGISTERED PROVIDER DETAILS

Name The Committee of Benson Community Preschool 1045209

ORGANISATION DETAILS

Name Benson Community Preschool
Address Benson Community Playgroup
The Youth Hall, Oxford Road, Benson
Wallingford
Oxfordshire
OX10 6LX

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

Benson Community Pre-School opened in 1984. It operates from two rooms within the Benson youth hall. The pre-school serves Benson and the neighbouring villages. A maximum of 40 children aged 2-5 years may attend the pre-school at any one time. The group opens 5 days a week during school term times. Children can attend for a morning or afternoon session, or alternatively from 09:15 until 14:45 when children attend the lunch club. On Tuesday and Thursday the group runs from 09:15 until 13:00 and on Friday from 09:15 until 11:45.

There are currently 55 children from 2 and a half to 5 years on roll. This includes 26 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

There are eleven part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Six staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the local authority Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision for children's education at Benson Community Pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of learning. They show enthusiasm for new experiences, confidence in selection of activities and personal care and are well motivated to take part in the wide variety provided.

Teaching is very good. Staff work well independently and as a team in planning a good range of activities to progress children towards the early learning goals, although adaptations to activities for more or less able children are not included in planning. Staff demonstrate skills and use questioning effectively to promote children's thinking and assess their understanding. They use effective, positive methods of behaviour management which help children respond and co-operate well involving themselves in their learning. Staff create an environment which lends itself well to both indoor and outdoor play and use the space effectively to ensure children have a wide variety of opportunities. Staff provide very good support for children with special needs and systems are in place for children with English as an additional language.

Leadership and management are very good. The teamwork and close working relationships between the committee and staff are a strength of this group. The committee and supervisors support the staff in undertaking additional training to update and improve their skills. They show a clear commitment to the ongoing improvement of the care and education for all children. Monitoring of the provision is not used to full advantage to further improve and aid planning for individual children's needs.

Partnership with parents is very good. Staff provide very good information to parents and regular feedback on their child's progress. They encourage parents to share in their child's learning at home and a home school partnership is available to support development of reading skills.

What is being done well?

- The well organised provision of a wide range and balance of resources and activities freely accessible to the children allow for the development of independence. The staff take advantage of opportunities as they arise to further promote children's learning.
- Parents are well informed and regularly consulted about the pre-school and their child's activities. Regular newsletters, daily verbal feedback and open invitation to talk to staff, ensure they are involved in and informed of their child's progress and development
- Children are making particularly good progress in developing independence

skills and personal confidence due to the environment created for example the Benson snack bar and the encouragement and expectations of staff. The use of effective methods of behaviour management helps children respond and co-operate well involving themselves in their learning.

- Children are developing extremely good listening and conversation skills because staff provide a stimulating environment and are fully engaged with the children encouraging them to talk.

What needs to be improved?

- planning to include possible adaptations and extension methods for activities to meet the needs of more or less able children
- evaluation of activities to provide more information about individual children's developmental needs and as a tool to further improve the provision for children's education.

What has improved since the last inspection?

At the last inspection two key issues were identified. The group have made very good progress with the identified areas. They were asked to ensure parents had more information on the intended learning outcomes. The staff provide parents with detailed information about the activities planned and available for the children. This includes details of the learning aims and objectives of each activity and is readily accessible to all parents.

The second key issue involved more opportunities for children to explore and enjoy different ways of creating sounds as individuals or in small groups. The children are now able to access a variety of musical instruments at every session. They can choose for themselves and experiment with music making as well as enjoy group singing and music making sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing independence skills and personal confidence due to the environment created for example the Benson snack bar and the encouragement and expectations of staff. They are developing their sense of community and caring for others as a result of the effective use of the surroundings and respect shown by staff for their individuality. Children are very enthusiastic about the activities available, listen and concentrate well and are eager to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing extremely good listening and conversation skills because staff provide a stimulating environment and are fully engaged with the children encouraging them to talk. They have a wealth of opportunities to develop dexterity and much individual support for those who are ready to start writing and are making good progress with their handwriting abilities. Children use these well to write in purposeful situations such as signing their work and writing to Father Christmas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children select independently and enjoy a wide range of resources that develop their mathematical ideas and understanding. They use everyday words to describe position and show curiosity and observation when talking about shapes. Children use number in everyday situations and are confident to use mathematical ideas and methods to solve practical problems. Most children count up to ten and some beyond ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using a range of activities providing first hand experiences of their world and local environment. They are confident in designing and making skills. They use a range of recycled materials, construction and media to create models and use their own ideas and imagination. Children talk with confidence about personal events in their own lives and are developing awareness of their own and other cultures, countries and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children independently access a very good range of tools, materials and activities to enhance their physical development and hand eye co-ordination for example well planned and equipped junk modelling. They are confident in their personal care and show an awareness of good hygiene and physical needs for example keeping warm outside. Children have regular opportunities both outdoors and indoors to explore and develop co-ordination in small and large scale movement.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings about their creations as a result of encouragement and support by staff. They enjoy music and singing familiar songs and rhymes, both in large groups and individually for example Christmas songs for their play. Children experience a very good range of resources and opportunities to explore a variety of media and materials both indoors and outside.

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

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 significant weaknesses to report, but consideration should be given to improving the following:
- develop the use of the current evaluation system as a tool for further improvement in the planned activities and educational provision for the children's individual needs
- include in planning methods for adapting or extending activities for more or less able children.

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.