



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 145978

DfES Number: 522500

### INSPECTION DETAILS

Inspection Date 01/04/2004  
Inspector Name Doreen Forsyth

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Bubbles Pre-School  
Setting Address Wesley Hall  
North Street  
Pewsey  
Wiltshire  
SN9 5ES

### REGISTERED PROVIDER DETAILS

Name The Committee of Bubbles Playgroup

### ORGANISATION DETAILS

Name Bubbles Playgroup  
Address Wesley Hall  
North Street  
Pewsey  
Wiltshire  
SN9 5ES

## 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

Bubbles Playgroup opened in about 1965. It operates from the Wesley Church Hall in Pewsey, Wiltshire. Bubbles Playgroup serves the village of Pewsey and the surrounding rural areas.

There are currently twenty children on roll. This includes four funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30 until 12.00, except on Wednesdays when the children stay on until 13.00 for a lunch club.

Three full-time staff work with the children. Two have early years qualifications and one is currently working towards a recognised early years qualification. The setting receives support from Wiltshire's Early Years team and 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 Bubbles Playgroup the provision is acceptable and children are making generally good progress towards the early learning goals. In communication, language and literacy and in personal, social and emotional development progress is very good.

The quality of teaching is generally good. The staff know the children and their families very well, they interact with them well, and join in the children's play. Staff are familiar with the foundation stage of learning, but the daily planning is not sufficiently linked to the foundation stage and does not show clearly what children should learn from the activities. The playgroup provide appropriately for all children. Three and four-year-olds, those with special educational needs, and children that have English as an additional language are all progressing well. The playgroup is well resourced, staff are able to provide a range of activities to challenge the children. The staff are using an appropriate system to assess children's progress. Staff manage children's behaviour very well, they praise their achievements and encourage their good behaviour.

The leadership and management of the setting is very good. The strong staff team are well supported by the committee and chairperson. Staff are encouraged to attend training and to develop their skills. Staff have regular meetings where they monitor and assess the provision offered. They use evaluation sheets each term, to find out parents views about the playgroup. Staff have appraisals and their developmental needs are discussed.

The partnership with parents is generally good. Parents receive good information about the playgroup from a suitable prospectus, very informative notice boards and regular newsletters. Staff are good at informally exchanging information, making time each day to chat to parents and carers. However, the planned opportunities for parents to inform the setting about their children, or to find out about their children's progress are limited.

### What is being done well?

- The children's personal, social and emotional development is very good. They play very well together, take turns and behave extremely well. Staff encourage the children's good behaviour through rewards, praise and encouragement.
- Children enjoy very well told stories and rhymes. They listen well and enjoy exploring sounds such as the long 'whooshing' grass in the 'Bear Hunt' story.
- Leadership and management is a strength of the setting. They are keen to evaluate and monitor the strengths and weaknesses of the setting through self-evaluation and parental questionnaires.

- Staff interact very well with the children. They talk to them about their homes and families, are interested in what they do and say and become actively involved in their play.

#### **What needs to be improved?**

- the daily planning and assessments
- the children's opportunities to use information and communication technology to support their learning
- the planned opportunities for parents to share what they know about their children and to be informed about the children's progress
- the opportunities for children to link sounds to letters.

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

At the last inspection the playgroup was given two action points; they have made generally good progress in meeting these.

The first was to include in the plans more tasks for the more able child and those who finish an activity easily. The setting provides a 'challenge box' containing different resources such as more difficult games and puzzles for older and more able children. A 'four plus' scheme provides children with some planned early language and mathematical work. Staff sometimes use worksheets to extend children's activities.

The second was to plan a more systematic approach to teaching letters and sounds associated with syllables and words. At present children are sounding the first letter of their names and some other words. They explore the sound of words through reading stories such as 'Bear Hunt'.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interested in learning. They sit quietly when appropriate, for example, at registration and circle time, when they talk about items of interest that children bring in from home. They can share, take turns and co-operate with each other. The children are very well behaved and they are learning to consider other's feelings, because they understand the 'rules' of the pre-school. They are learning about self-care and can work and play independently when necessary.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children listen very well to stories, they are often able to predict and retell the story. They are exploring the sounds of words in the rhymes and stories. Children enjoy reading books and understand print carries meaning. Many of the children can write their own names, and make recognisable letters in their mark making. They can recognise their own names and those of most of the other children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to ten with confidence, using number rhymes and games, and when playing with the good range of mathematical resources available. For example, the children count their steps when playing 'what's the time Peter rabbit?' They use bead threading and puzzles to compare size, shapes and position, and solve simple problems when playing with construction toys or the train set. The opportunities for children to add and subtract through discussion and in practical activities are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning well about their environment and talk to the staff and each other about their lives and interests. They celebrate festivals such as Christmas, Mother's Day and Easter and are learning about other festivals such as Divali and Chinese New Year. They have opportunities to build and construct using a range of different resources. Children play with some simple programmable toys but are not able to use information technology to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

When the children play daily ring and movement games, such as 'heads, shoulders, knees, and toes' they show an awareness of space and learn to move with safety and confidence. They are able to use a range of different tools, materials and equipment, for example, scissors, sand, playdough and glue sticks, with increasing control. The opportunities available for children to practice balancing and climbing in the everyday programme are limited.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy matching actions to rhymes and songs and can sing songs from memory very well. They explore colours and textures in a range of different media and materials such as free easel painting, collage and drawing with felt tip pens. They play imaginatively with small world toys and enjoy role play using a good selection of dressing up resources. Children's freedom in expression is sometimes limited by adult direction or limits on the time and numbers that can use the role play areas.

**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**

- ensure the daily plans are linked to the stepping stones of the foundation stage of learning, and include the learning objectives of adult led activities. Use the evaluations of activities and the assessments you make on the children to help inform planning and move them on to the next steps in their learning
- increase parent's opportunities to share what they know about their children with the playgroup and to have planned opportunities to be informed about their children's progress
- provide children with opportunities to use information and communication technology to support their learning

*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.*