



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY248034

DfES Number:

INSPECTION DETAILS

| | |
|-----------------|----------------|
| Inspection Date | 16/05/2003 |
| Inspector Name | Rosemary Beyer |

SETTING DETAILS

| | |
|-----------------|--|
| Day Care Type | Sessional Day Care |
| Setting Name | ST John's Pre School |
| Setting Address | Burnby Lane Pocklington East Riding of Yorkshire YO42 2QE |

REGISTERED PROVIDER DETAILS

| | |
|------|----------------------------|
| Name | Mrs Karen Elizabeth Austin |
|------|----------------------------|

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

St John's Preschool has been established since 1970, it has recently changed hands and been re registered due to the retirement of the founders. The group meets in the pavilion behind Francis Scaife Sports Centre in Pocklington and is the sole user of the premises.

There is an established, well qualified and experienced staff group.

Children come from the town of Pocklington and the surrounding villages. It is open during term time, Monday to Friday, 9.00am to 11.30am and 12.30pm to 3.00pm.

The group is registered to take 26 children from two years to five years of age. At present there are 19 funded children, 13 four years olds and six three year olds.

All children speak English as their first language and there are currently no children with Special Educational Needs.

The group has established close contacts with the local infant school and has support from the Local Authority teacher mentor on a regular basis. The group is a member of PLA.

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

How effective is the nursery education?

The planning of the educational programme is detailed and effectively promotes the early learning goals. Teaching in the facility has some very good aspects and is effective in helping the children make generally good progress towards the early learning goals. Staff's management of children's behaviour is very good. They have high expectations and encourage the children to develop personal independence, confidence and concentration.

A good and varied selection of equipment and resources is available to support the children's learning in all areas. Materials can be easily accessed by the children themselves.

Staff have a good understanding of the early learning goals. The keyworker system enables them to observe and monitor the children's progress, providing information for future planning to support further development.

There are currently no children attending the group with special needs, however support systems reflecting the Code of Practice are in place. Children with English as an additional language are welcome in the group and appropriate support provided.

The owners and staff work positively as a team. Staff have regular support and are encouraged to undertake training.

Partnership with parents and carers is very good and contributes to the children's progress towards the early learning goals

Information for parents is clear and informative, both in the folder provided on joining the group and the subsequent newsletters and notices. Parental support is valued by the staff, who ensure regular contact and discussion of progress takes place.

What is being done well?

- children's behaviour is very good. Staff have high expectations and encourage children's personal independence, confidence and concentration
- staff have a good understanding of the early learning goals in all six areas and provide a wide range of opportunities for the children to progress.
- management and leadership of the setting is very good and promotes positive, effective team work.
- relationships with parents and carers are very good. Information provided about the setting and activities is of good quality and parents feel able to be involved in their child's learning.

| What needs to be improved? |
|---|
| <ul style="list-style-type: none"> ● children should be encouraged to make more use of the computer facilities available |

| What has improved since the last inspection? |
|--|
| N/A |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are making very good progress in personal, social and emotional development. They are confident and are encouraged to develop independence, taking responsibility for themselves particularly in their personal care. Children's behaviour is very good. They are considerate of each other, negotiate and take turns. They relate positively to each other and the adults present, are interested, curious and keen to learn.

COMMUNICATION, LANGUAGE AND LITERACY

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in communication, language and literacy. They are keen to engage in conversation with each other, members of staff and visitors. They listen attentively and respond well to questions and instructions. They are confident to express themselves and their feelings both in discussion and role play. Children have access to books and through stories, labelling and displays understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children make very good progress in mathematics. They use counting during singing and rhyme time, some children counting while playing independently of the staff. The children are developing an understanding of mathematical language and number recognition, all up to six and most to 10. Some have an understanding of measurement, and the use of a standard length.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children's knowledge and understanding of the world is generally good. They are given opportunities to explore and investigate a variety of materials and objects. They are developing an interest in the world and nature. The children are confident to talk about themselves and events in their lives. They are able to develop their skills in information technology through using the computers.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children make generally good progress in physical development. They move confidently around the provision, demonstrating good body control and an awareness of space. They have access to a wide range of both large and small equipment, resources and tools. Children are encouraged to keep healthy by good personal hygiene, safety and healthy eating.

| CREATIVE DEVELOPMENT | |
|--|----------------|
| Judgement: | Generally Good |
| Children make generally good progress in creative development. A wide range of materials is available to create pictures, models and collages. They explore colour, shape and texture through a range of activities and sound through musical instruments. They sing simple songs from memory. Children use their imagination and communicate their feelings through role play and stories | |
| 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

- prepare an action plan of how the use of the computers will be developed to ensure all children have opportunities to access them

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.