



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221920

DfES Number:

INSPECTION DETAILS

Inspection Date 08/10/2002
Inspector Name Judith Marion Jones

SETTING DETAILS

Setting Name Lilliput Pre-School
Setting Address ALDERMAN JACOBS SCHOOL
PETERBOROUGH
CAMBRIDGESHIRE
PE7 1XJ

REGISTERED PROVIDER DETAILS

Name Ms Debbie Latham

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

The Lilliput Pre-School takes place in a mobile unit in the grounds of Alderman Jacobs County Primary School in Whittlesey, Cambridgeshire. It shares the mobile with the Out of School Club, which owns the premises. Lilliput Pre- school provides sessional day care for 48 weeks of the year, on weekdays, from 9:00am until 11:30 am and from 12:30 pm until 3:00pm. (It is closed for two weeks at Christmas and for two weeks in the summer). It serves the local community of Whittlesey and round about. It is registered for 24 children and has places for funded three and four year olds. It currently has 32 funded three year olds and no funded four year olds. The group has had a number of children with Special Educational needs in the past . It has no children with English as an additional language at present. It is their policy that children from the age of two years and nine months are accepted during the first part of the school year (September until March), after that children are admitted at three years of age. The proprietor is Mrs. Debbie Latham who is one of the seven members of staff at the group. She has an NNEB qualification. Amanda Hibbert is in charge of the group in Mrs. Latham's absence, she has a DPQS . Other members of staff have suitable qualifications such as IPP and have been on various courses. There is currently a student who assists too. The Associate teacher visits the group to advise them.

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

How effective is the nursery education?

Lilliput Pre-school offers good provision which helps children to make generally good progress towards the early learning goals. Teaching is generally good, but has some areas of weakness. The staff have good understanding of the foundation stage, but need to plan on a more formal basis to ensure that it is clear what the learning intention is of the activity. Also how the children's achievements will inform future planning. Staff are sensitive and supportive towards the needs of the children and have good awareness of individual needs. Good relationships are being formed. Staff use open ended questions and impromptu activities to extend children's learning in practical maths. Children are able to explore and develop their mathematical skills through hands on maths and problem solving. At present no children attend whose English is an addition language Children with special needs attend the group. Provision is made to ensure they are included in all activities and appropriate support is given. Leadership and management is generally good. The proprietor has introduced an appraisal system which helps staff to identify their own training needs and promote their professional development. Staff relationships are good and communication is mainly verbal. The staff work hard to support each other and ensure students are welcomed and feel part of the team. The partnership with parents and carers is generally good and contributes to children's progress towards the early learning goals. Parents are well informed of their child's progress. Opportunities for parents to share their observations with staff on a more formal basis would enhance their good working relationship.

What is being done well?

Staff are effectively promoting children's mathematical development. Children are making good progress in practice maths and problem solving. They use mathematical vocabulary well. Children's awareness of their own culture and those of other people is being fostered. Opportunities to experience other beliefs is promoted effectively.

What needs to be improved?

Planning needs to be developed to show what children are expected to learn from the activities and how their achievements inform future planning. Increase opportunities for children to ascribe meaning to mark making and use early writing skills for a variety of purposes using different forms.

What has improved since the last inspection?

Good progress has been made in the areas of staff being able to identify children with special educational needs and recording children's observations. Staff now have opportunities to evaluate their progress and identify areas for development.

SUMMARY OF JUDGEMENTS

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
|--|----------------|
| Judgement: | Generally Good |
| Children's progress in personal, social and emotional development is generally good. The children respond positively to staff and are forming good relationships with their peers. Their confidence and co-operation skills are developing well through helping each other and learning to share. Children's awareness of a sense of community is promoted well through experiencing events within their own culture as well as those of other people. | |

| COMMUNICATION, LANGUAGE AND LITERACY | |
|--|----------------|
| Judgement: | Generally Good |
| Children's progress in communication, language and literacy is generally good. The children concentrate and listen to stories well. Children communicated well with each other and readily discuss events and experiences. Children's reading skills are being prompted well. Good opportunities are provided for children to recognise their names. There are limited opportunities for children to increase and develop their awareness of the different purposes of writing and ascribe meaning to marks. | |

| MATHEMATICAL DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| Children's progress in mathematical development is very good. Children are able to count everyday objects, use numbers in familiar context and describe quantity and size. Children are learning to measure height, length and time through practical maths. Staff make very good use of routines and incidental opportunities to encourage children to solve problems and experiment with mathematical ideas. | |

| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
|--|-----------|
| Judgement: | Very Good |
| The programme for Knowledge and understanding of the world is generally good. Children are encouraged to explore and investigate how things work although opportunities to experiment with a variety of materials is limited. Children have good opportunities to experience other cultures and beliefs as well as their own, through festivals and celebrations, dressing up and other resources. | |

| PHYSICAL DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Provision for physical development is generally good. Children are able to move with confidence and co-ordination. Balancing skills are promoted well and children's control of their movement is being developed. Opportunities for children to increase their skill in handling tools safely and with control is limited. | |

| CREATIVE DEVELOPMENT | |
|-----------------------------|----------------|
| Judgement: | Generally Good |

Children's progress in creative development is generally good. Appropriate use is made of music and children are able to move imaginatively and are learning about pitch and rhythm. Resources are used well to develop children's imagination and express their feelings through role play, painting and drawing. Opportunities for children to experiment with other mediums such as water, sand and gloop are limited.

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

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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

Develop planning to show what children are expected to learn from the activities provided and demonstrate how their achievements inform future planning. Increase opportunities for children to ascribe meaning to mark making and use early writing skills for a variety of purposes using different forms.