



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 199470

DfES Number: 512191

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Charlotte Jenkin

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Walter Powell Pre-School
Setting Address c/o The Mobile Classroom
Somersfords Walter Powell CE VA Primary School, Dauntsey
Road
Great Somerford, Chippenham
Wiltshire
SN15 5HS

REGISTERED PROVIDER DETAILS

Name Walter Powell Pre-school 1035061

ORGANISATION DETAILS

Name Walter Powell Pre-school
Address c/o The Mobile Classroom
Somersfords Walter Powell CE VA Primary School, Dauntsey
Road
Great Somerford, Chippenham
Wiltshire
SN15 5HS

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

Walter Powell Pre-School has been established for five years. It operates from a mobile classroom within the grounds of the primary school, with access to toilets and an outside play facility.

The pre-school takes children from two to five years, and is registered to accept funded three and four-year-olds. There are currently 13 funded three and four-year-olds on role. It is currently open from 09:00 to 14:45 during school term time. There are currently no children attending with identified special educational needs or with English as an additional language. Three part time members of staff are employed, and two volunteers assist the group on a regular basis. Two staff have Early Years qualifications.

The group 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?

Walter Powell Pre-School is a high quality provision where children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff demonstrate a very good knowledge of the early learning goals through their good interaction with the children during activities, questioning of them to extend their thinking and learning and displaying of good information regarding what children can gain from these. Staff also use open ended questions with the children and respond well to their interests and self-initiated play. Staff plan a very good range of activities that engage children's interests and plans are clear, well organised and have clear learning outcomes for children; more able children are extended well. Assessments are very clear in showing children's progress. Some collage activities do not enable children to fully develop free expression.

Leadership and management is very good. The committee is actively involved in the day to day running of the group, supports staff well and enables them to access good training and development opportunities. Staff work closely together as a team, communicate well and share all responsibilities of the group. Appraisals are very well used and develop staff's confidence in identifying areas of strength, as well as weaknesses. They are able to identify future training needs, staff attend regular training and are keen to implement new ideas into the group. Evaluations of activities are used effectively.

Partnership with parents is very good. Parents receive good information regarding the curriculum, have easy access to activity plans and are kept up to date with the current theme for learning. Parents have regular opportunities to discuss their child's progress and view their records. They are involved in their child's learning, through a successful parent rota and by receiving good information regarding individual targets and contribute well to assessments.

What is being done well?

- Children develop confidence selecting and using activities and resources and in initiating their own play and learning. For example, the children made a crane with duplo, went to get some wool to make the pulley, and scissors to cut it. Then they joined it all together to finish their model.
- Staff plan a very good range of activities that engage children's interests, challenge them very well, and helps them make very good progress in all areas of learning. They respond well to children's interests, and staff facilitate their own initiated play very well.
- Assessments are very clear in showing children's progress towards the early learning goals. Entries in records are well supported with observations of

children at play which show children's achievements with respect to the stepping stones. Examples of children's work are kept, as well as photos of them engaged in activities, which show children's progress throughout their time at pre-school. These are used to identify targets for children, used to inform future planning and move children on to the next stage in their learning.

- Parents receive termly information regarding their child's targets and areas staff are developing with them. Parents regularly comment on children's progress at home, with respect to these, and contribute to assessments.
- Evaluations of activities are used effectively to determine whether children achieved the learning outcomes of activities, link to assessments of children's progress and are used in future planning to move children forward in their learning.

What needs to be improved?

- the children's free expression through collage.

What has improved since the last inspection?

Walter Powell pre-School has made very good progress since the last inspection.

At the last inspection the group agreed to improve the organisation of activities so there is a good mix of adult:child led activities and to improve the grouping of children during activities. They also agreed to develop the maths programme, to include more games and activities for sorting, sequencing, matching and ordering and to use everyday routines to encourage children's understanding of number operations. Lastly they agreed to develop children's listening skills in large group discussions.

Children now have regular opportunities to initiate their own play and learning and they are confident in doing this. Children are now grouped well for activities, and are aware that specific activities have a limited number of children allowed at any one time, for example sand play. Children are well supported during both adult led activities and during their own initiated play.

Children have regular opportunities to match, sort, order and sequence and these are regularly planned for, as well as children selecting these resources for independent play. Staff utilise routine activities well to develop children's knowledge of number, counting and linking counting to number. Children regularly sing number rhymes and act out these to re-enforce the concept of simple problems.

Children develop good listening skills and take turns in conversation. They are encouraged to respond to instructions, for example when asked to tidy and line up and snack time is well used to share news. Staff support children well during group time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the pre-school with confidence and are keen to explore the activities on offer, spending long periods engaged in these. They are confident in selecting and using activities and resources and in initiating their own play. Children form good relationships with peers and work co-operatively together, engaged in activities. They show awareness of right and wrong, show concern for others and their behaviour is very good. Children demonstrate a sense of pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use talk with confidence when talking about what they are doing during activities. They use a widening range of vocabulary, expression in their voices and facial expressions to communicate their meaning to others. Children develop good listening skills and take turns in conversation. Children know that print carries meaning and show interest in print, asking what words say. They independently select books and listen to stories with enjoyment. Children make marks and attempt writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to gain awareness of number and become familiar with numerals through routine activities. They use number spontaneously in their play, count reliably up to six children, and recognise numerals 0-9 out of sequence. Children enjoy joining in number rhymes and become engaged in simple subtraction, when acting them out. Children use language to describe size, shape and position, and show interest in shapes, making pictures with them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate materials and talk about what they see, showing an awareness of change, for example when ice melts. They observe change over time when growing beans and observing lifecycles. Children select from various materials and build and join materials together, using a range of methods and tools, for example saws, drills, screws and nails. Children operate simple equipment for example tape recorders, and develop skills in ICT. They remember and talk about past experiences.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good awareness of themselves and others and move with confidence around the room. They move in a range of ways, for example hopping and jumping and combine and repeat movements. They respond well to music and rhythm, moving freely and with pleasure, using their bodies when dancing. Children develop good skills in throwing, catching and retrieving objects and travel over, under and through equipment with ease. Children use a widening range of tools with increasing safety.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children mix colours and comment on what they see. They draw and paint and more able children's drawings are developing well, for example flowers and people. Children enjoy joining in with dancing, action songs, and sing to themselves when playing. They use their imagination well and engage in role play, using objects available to represent others, for example cushions for cars. Children begin to communicate their ideas through painting and drawing, although collage activities can be adult led.

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, however consideration should be given to improving the following:
- further develop children's free expression through collage, by ensuring children are able to initiate their own ideas and select and use the materials they wish to use to represent these.

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.