



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 102856

DfES Number: 521016

INSPECTION DETAILS

Inspection Date 08/06/2004
Inspector Name Sara Jane Frost

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name South Petherwin Pre School
Setting Address South Petherwin CPS
South Petherwin
Launceston
Cornwall
PL15 7LE

REGISTERED PROVIDER DETAILS

Name The Committee of South Petherwin Pre School Committee

ORGANISATION DETAILS

Name South Petherwin Pre School Committee
Address South Petherwin CPS
South Petherwin
Launceston
Cornwall
PL15 7LE

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

South Petherwin Pre-school opened in 1995. It operates from its own separate building in the grounds of the village school. The premises consist of a large playroom, entrance hall, kitchen and toilets. The school playing field and playground are used by the Pre-school.

There are currently 22 children from two and a half to four years on roll. This includes 10 funded three year olds and 4 funded four year olds. The setting currently supports one child with special needs and there are no children who speak English as an additional language attending at present.

The group opens five days a week during school term time. Sessions are from 9.15 am to 11.45 am.

Three members of staff work with the children. Two of the staff hold a relevant level 3 qualification the third member of staff has recently completed training. The setting receives support from the Early Years Development and Childcare Partnership, Sure Start and the Pre-School Learning Alliance.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics and very good progress in knowledge and understanding of the world, physical and creative development.

Teaching is generally good. Children's individual needs are recognised, encouraged and praised. Children's behaviour is generally good, however the noise level within the classroom is not always conducive to children's learning. Staff plan an interesting range of activities which incorporates outside visits. Planning is based around Cornwall Early Years Footsteps planning and is linked to the early learning goals, however the short term planning does not always show the learning intentions and has limited evidence of how plans are adapted to suit all children.

Leadership and management is generally good. Two of the staff hold an NVQ level 3 in Childcare and Education, the third member of staff has recently completed a relevant childcare qualification course. There are regular weekly staff meetings where staff discuss the programme for forth coming week and any issues or concerns. Staff appraisals happen every six months when training needs are discussed, however management although aware of, do not fully address the issues of the noise level.

Partnership with parents is generally good. The pre-school encourages parents to take an active role within the group through rota duties and the opportunity to stay with their child until they feel settled. Parents are provided with a prospectus which makes reference to the six areas of learning. Records of children's achievements are sent home every six months however only some records make reference to areas for development. Some parents stated they were not aware of the progress their child was making.

What is being done well?

- Children are confident, sociable and sensitive towards each other. They are able to show concern for on another and able to initiate conversations with adults.
- Children play well together, some able to spend a length of time engrossed with the activity.
- Children are confident in using the computer able to use the mouse with ease and load CD ROMs unaided.

What needs to be improved?

- staff's assessment and record keeping system, to show what children can do well, the next steps in their learning and to incorporate a strategy to ensure all parents are informed of their children's progress
- develop the consistency of the short term planning
- develop further strategies to reduce the noise level within the setting.

What has improved since the last inspection?

The pre school has made generally good progress since the last inspection, when there were three key issues to address. This required activities to be provided to teach letter sounds, this has been incorporated a various times during the session and is identified in the planning. Planning shows that children are given the opportunity to climb and balance during their physical programme. The developing of strategies both to prevent noise level and engage children when the whole group joins together has been partially met. The group has introduced 'Sid spoon' happy or sad face depending on the level of noise, this strategy is used occasionally, a reward system of stickers and staff are deployed to sit with the children when the group come together as a whole unit. Although this has partially met the noise level at times still causes distraction and therefore is not conducive to the children's learning. This will be a key issue from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident able to settle well. They show an interest in the activities provided. Children play well individually and in groups. They generally behave well and are familiar with the everyday routines of the group, however often shout across the classroom to seek assistance from an adult. They are developing good concentration skills and perseverance to complete activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

At circle time children are learning to listen to each other, however at times the noise level rose and became difficult to hear. They are developing good language skills and confident to initiate conversations with adults. Older children are able to recognise and write their own names with some being able to recognise each others. Children are able to relate sounds to letters and associate letters to different words. Lots of opportunities children to develop hand eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical language used appropriately. The use of rhymes encourages children to understand the idea of taking away. Children are introduced to basic shapes and their names through everyday activities for example at circle time children have to find the correct coloured shaped cards to the corresponding mat. Older children able to recognise dots on dice without having to individually count each dot.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Current programme involves children caring for living plants, children able to experience different stages of plant growth from seed to fully grown plants. Children show an understanding that plants have roots to drink water. They are confident in using the computer, mouse and installing CD ROMs. Water play encourages the children to investigate which items float and which items can hold water. Planning shows they are learning about their own and other cultures in various ways.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Good use is made of the outdoor facilities, children have learnt to move around safely and with confidence. Staff enable children to develop gross motor skills with a range of activities wheeled toys, hoops, climbing and balancing. There are many opportunities for children to develop good hand eye co ordination through use of simple tools and handle small objects. Children show an awareness of the changes in their body, have an understanding that the weather can have an impact.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing individually and in a large group. They join in enthusiastically with action songs. Displays around the setting show children are introduced to a variety of mediums. Children are able to recognise colours and learn about the concept of mixing two colours together to achieve a different outcome. Their imagination and ideas are developed well particularly with junk modelling and role play. Planning shows children are introduced to a variety of music and musical instruments.

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

- develop the assessment and record keeping, showing the next steps in the children's learning and incorporate a system which enables all parents to discuss their child's progress and achievements
- develop the short term plans to show the learning intentions and show how activities are adapted to suit the more able and less able child
- develop further strategies to reduce the noise level within the setting.

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.