



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 507885

DfES Number: 13386

### INSPECTION DETAILS

Inspection Date 04/11/2004  
Inspector Name Louise, Caroline Bonney

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Mortimer Pre-School  
Setting Address St. Johns Hall, West End Road  
Mortimer Common  
Reading  
Berkshire  
RG7 3TF

### REGISTERED PROVIDER DETAILS

Name The Committee of Mortimer Pre-school 287072

### ORGANISATION DETAILS

Name Mortimer Pre-school  
Address St Johns Hall, West End Road  
Mortimer Common  
Reading  
Berkshire  
RG7 3TF

## 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

Mortimer Pre-School opened in 1992. It operates from St. Johns Hall in the centre of Mortimer. The group has use of the main hall, kitchen and outside area. The Pre-School serves the local area.

There are currently 24 children from 2 1/2 to 5 years on roll. Children attend a variety of sessions.

The group opens three days a week on a Monday, Thursday and Friday. They are open during school term times only. Sessions are from 9.05am until 11.50am.

Four staff work with the children. Two members of staff are qualified. The setting receives support from a teacher from the Early Years Development and Child Care Partnership

(E.Y.D.C.P).

The pre school accepts funded children aged three and four years. English as a second language and special needs children are welcomed.

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

### How effective is the nursery education?

Mortimer Pre-school is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan interesting and stimulating activities which reflect the areas of learning in the Foundation Stage curriculum. They identify learning outcomes in short-term planning, but these are not always supported or extended by focus activities. Staff develop excellent relationships with children and parents. They interact well with the children, and promote learning through thoughtful questioning and support. They resource activities well, providing an excellent selection for children to choose from. However, staff do not extend routines and everyday activities to promote some areas of independence, literacy, mathematics and creativity. They have high expectations for children's behaviour. Children with special educational needs are well supported, with staff liaising closely with parents and outside agencies.

The leadership and management is generally good. The supervisor and committee have clear roles, support each other well and have clear aims for the group. They have an experienced and committed team of staff, who are well motivated and work collaboratively. The supervisor leads half-termly meetings attended by all staff to review and plan the provision. They carry out staff appraisals and encourage staff's professional development. The supervisor seeks and acts upon external advice, and effective measures have been taken to improve areas raised during the previous inspection.

Partnership with parents is very good. Parents receive excellent information about the provision and the Foundation Stage. They are able to contribute to and share their children's achievement records when helping at sessions, and exchange information less formally during handover. The notice board and letters sent home detail themes and activities, and suggest ways to support learning at home.

### What is being done well?

- Staff plan stimulating opportunities to develop children's knowledge and understanding of the world. Children show amazement when a member of staff changes the colour of light by shining a torch first on its own, and then through coloured acetate. They plan and build a dark tent together to explore this further.
- Staff provide good opportunities for children to develop physical skills inside and outside through careful rotation of equipment and planned activities.
- Staff have excellent strategies for managing children's behaviour. They praise and encourage the children, and develop their self-esteem by valuing their good behaviour and accomplishments. Any difficulties are sensitively

resolved in a way that promotes the children's care and concern for each other.

- Parents and staff have very good relationships. They learn about their children's activities as they freely intermingle during handover, and collect work done. They have opportunities to share their children's achievement records when they attend sessions on the helper rota, and are given clear ideas of how to support their children's learning at home through a termly letter.

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

- planning of focus activities to support learning goals highlighted in short-term plans, and to show how they can be adapted for children's varying levels of understanding
- use of everyday routines and activities to promote children's understanding of number and calculation, and to further promote independence and writing for a purpose
- opportunities for children to develop their own creative ideas during craft activities.

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

Very good progress has been made since the last inspection. Effective measures have been taken to improve children's achievement records and to extend children's physical development.

The supervisor has introduced a new system for recording children's achievements, provided by the local authority. These records show children's progression through the stepping stones towards the Foundation Stage early learning goals.

The supervisor attended training for physical development, and this was cascaded to staff. Additional resources are now in place, including a climbing frame, soft play, balls, hoops and pot-stilts, and children have excellent opportunities for using larger equipment indoors and outdoors.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate well from parents and are confident. They participate well in all activities, and take pride in their work. They develop very good relationships with staff and other children, and talk freely about their homes or recent experiences. They behave very well as they share and take turns, and learn to show care towards each other. Although they develop independence well as they put on aprons and wash hands, this is not extended by their pouring their own drinks at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well using words and gestures, and use language for thinking as they organise their role-play or plan how to make a dark area to use torches in. They take turns to speak and listen to each other, and learn new language through staff support during activities. They enjoy stories, recite rhymes and are beginning to recognise the initial sounds of words. They know writing carries meaning as they write shopping lists, but do not always label their own work.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use actions and language to describe shape, size and position during a wide range of supported activities. They make patterns as they thread pasta necklaces, and learn about weight and volume using sand and gravel. They benefit from good individual support to help predict the next number and count to 10, recognise numerals, and match items as they count. However, daily routines such as snack time or registration are not used to reinforce their understanding of number and calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate. They marvel at how light changes colour, and observe how dry sand changes when water is added. They plan and review collages, and construct models using a wide variety of kits and materials, such as magnetic bricks or clay. They learn about technology as they use torches and record their songs on a tape recorder. They develop a sense of time as they grow bulbs, celebrate their birthdays or anticipate fireworks night.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently, and negotiate space well as they run, throw balls, or take turns to go down the slide. They respond to rhythm as they play musical instruments and they enjoy participating in action rhymes. They develop new skills with staff support as they play parachute games, throw and catch, learning to start and stop quickly. They show good dexterity as they use various playdough tools, pour sand into containers, cut with scissors, and control pencils and brushes.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children recognise colours well, and have good opportunities to explore texture and colour. However, they do not always have sufficient opportunity to explore their own ideas during planned craft activities. They experiment with instruments during well-paced music sessions, playing loud and soft sounds to represent fireworks. They use their experience and imagination during well-supported role-play as they use the climbing frame as a pirate ship, or visit the petrol station in their cars.

**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**

- further develop planning of focus activities to support learning goals highlighted in short-term plans, and to show how they can be adapted for children's varying levels of understanding
- develop use of everyday routines and activities to promote children's understanding of number and calculation, and to further promote independence and writing for a purpose
- provide increased opportunities for children to develop their own creative ideas during craft activities.

*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.*