



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY271243

DfES Number: 580889

INSPECTION DETAILS

Inspection Date	04/03/2005
Inspector Name	Carol Johnstone

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chesil Bank Pre-School
Setting Address	The Square, Strangways Village Hall Abbotsbury Weymouth Dorset DT3 4JR

REGISTERED PROVIDER DETAILS

Name	Chesil Bank Pre-School 1028303
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ORGANISATION DETAILS

Name	Chesil Bank Pre-School
Address	The Square, Strangways Village Hall Abbotsbury Weymouth Dorset

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

Chesil Bank Pre-School opened in 1994. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community.

The Pre-School operates from the village hall in Abbotsbury. There are two large rooms, kitchen and toilet facilities and an enclosed outdoor area. A maximum of 20 children aged from 2 to 5 years may attend at any one time. Opening times are from 09:30-12:30 on Monday, Tuesday, Wednesday and Friday in term time only. In the summer term, there are sessions on Thursday mornings specifically for children who will be starting school in the Autumn.

There are currently 13 children on roll, all of whom are 3 and 4 year olds who receive funding for nursery education. Children come from the local and surrounding areas.

The Pre-School supports children with special educational needs.

There are four staff currently employed. Three of whom are working towards appropriate child care qualifications.

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

How effective is the nursery education?

Chesil Bank Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for five of the six areas of learning are very good and children are progressing very well in these areas.

The quality of teaching is generally good. Staff have very good relationships with the children and they manage their behaviour consistently and gently. They use a variety of teaching methods and are particularly effective at using demonstration, explanation and encouragement of children's thoughts and ideas as a way of involving them in the topics and activities. They listen very carefully to the children and always acknowledge their input. Support given to children with special needs is excellent and their inclusion is prioritised.

Staff have a sound knowledge of the Foundation Stage and are clear of how the activities link to the six areas of learning. Time and resources are used very well by staff to underpin this knowledge. Staff make regular assessments of the children's progress, however this information is not always used effectively to plan challenges for the more able child. This is particularly so in the area of linking sounds and letters.

Leadership and management is generally good. The manager has a clear vision and is committed to ongoing improvement. The team of staff work very well together, helping the children to learn and develop as well as making sure they have fun and enjoy the activities. The Committee were recently formed and have no structures in place yet to monitor and evaluate the quality of provision provided.

Partnerships with parents are generally good. All parents take turns to volunteer time at the Pre-School. However, information about the children's progress through the stepping stones is not currently used as effectively as it could be to engage all parents in their child's learning. Parents feel that all staff are very approachable, caring and supportive.

What is being done well?

- The promotion of children's confidence, self esteem and independence. Children are very happy, are motivated to learn and have good relationships with each other and the staff.
- The opportunities given to children that encourage and develop their physical skills. Children have a variety of daily activities that support both fine and gross motor movements and they are all very competent in this area.
- The strategies used to manage children's behaviour. Staff ensure that children are aware of what is expected of them and they are encouraged to

be respectful, kind and tolerant to each other.

- The staff's commitment to the children and the trusting relationships they build with them. The team of staff support and guide the children with warm and caring interaction and consequently children readily approach them with ease and confidence.

What needs to be improved?

- the opportunities for children to learn about the links between sounds and letters
- the use of information gained from assessments to help plan challenges for more able children
- the processes for keeping parents informed of and engaged in their child's progress through the areas of learning
- the systems in place to monitor and evaluate the overall quality of provision provided.

What has improved since the last inspection?

Generally good progress has been made in addressing the three key issues from the last inspection. The first was a recommendation that the availability and variety of physical play available was increased. This has been very well addressed and children now have time each day to practice a variety of physical skills.

The planning seen at the last inspection did not contain relevance to the areas of learning and stepping stones. These elements are now included and they guide the range of activities and learning outcomes.

Recommendations were also made in the area of recording and assessing children's development. Some progress has been made in this area and assessments are now regularly completed. However, the information gained from them is not being fully utilised to help plan for the next stages of progression.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident in the setting and are excited and motivated to try new experiences and activities. They are building good relationships with their peers and readily seek them out to share experiences. They are also forming comfortable and trusting relationships with staff. Children have a good understanding of what is right and wrong and are learning to manage their own behaviour, responding quickly when staff feel that a gentle reminder is necessary.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are readily using vocabulary in order to communicate with each other and the staff. They enjoy circle time each day and are keen to share their news. During activities, they are using language to connect their ideas, to explain their actions and to anticipate what might happen next. Children are not being encouraged to learn how to link sounds and letters and they are not seeing many word labels within the setting.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are counting up to six objects using number names and are understanding the link between the two. Children are learning to recognise numbers in the environment, for example on a number 'washing line'. They are offering solutions to number problems and can confidently work things out like counting 'one more or one less', how many more in this group than that group etc. Children are talking about and matching shapes such as squares and triangles and can recognise them in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are showing awareness of how things work and change and are able to describe their observations to peers and staff, for example when mixing cakes. They are using construction for a purpose and have specific ideas in mind when making three dimensional models such as boats and cars for topics. They show interest in the world around them and are finding out about their local community and environment, as well as the cultures and beliefs of others in the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children confidently use a range of movements when using the outdoor equipment and can climb, jump, balance, go through tunnels and use the trampoline. Children have respect for each other's personal space and are careful to negotiate their way around the room. Children are confidently using tools that need careful hand eye co ordination and are using the tools to make changes in the materials they are using, for example cutting out play dough shapes and using scissors to cut ribbons and string.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making constructions, collages, paintings and drawings and are encouraged to express their own ideas through choosing which resources to use. They enjoy dancing, using music to support their play and trying out musical instruments. They decide as a group which songs they will sing each day and every child joins in. Children are using objects as props to support their imaginative play and they frequently initiate role play with their peers and staff.

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

- utilise the information gained from assessments to plan appropriate challenges for all children, especially more able children in the area of sounds and letters and share this information with parents to engage them in their child's learning.
- implement some clear structures that will monitor and evaluate the quality of the nursery education provided.

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.