



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 109851

DfES Number: 511206

### INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Lisa Jane Cupples

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Clanfield Nursery School
Setting Address	St. James Church Hall South Lane Waterlooville Hampshire PO8 0RA

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Julie Moore and Anne Turner
Address	Cranfield Nursery School, St. James Church Hall 12 South Lane Waterlooville Hampshire PO8 0RA

## 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

Clanfield Nursery School is a pre-school which offers sessional care to children aged 2 years to 5 years of age. This is a private group jointly owned by Mrs Julie Moore and Mrs Anne Turner who have both worked in the group for many years and have relevant qualifications. The group meet in St James Church Hall in the village of Clanfield which is a semi-rural community that has recently increased in population. The pre-school is open every weekday morning and Mon, Wed, Thurs, Fri in the afternoon. The group is PLA accredited and are able to offer the children in their care stimulating play activities and experiences using a wide range of resources and equipment. They offer 2 of their sessions for younger children accompanied with their parent/carer until the child reaches 2 years 9 months when they may stay on their own. This offers both child and parent/carer a good introduction to the group.

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

### How effective is the nursery education?

Clanfield Nursery School provides acceptable education of good quality for children. Children are making generally good progress towards the Early Learning Goals. Progress in communication, language and literacy and mathematical development is generally good. The children's progress in personal, social and emotional development, knowledge and understanding of the world, physical and creative development is very good.

The quality of teaching is very good. The well established team work extremely well together. Staff have a clear understanding of the Foundation Stage and what they want the children to gain from each activity. Staff effectively question the children extending their learning, encouraging them to think. The staff work closely with other agencies and have experience of working with children who have special needs. Daily activities and routines are organised to challenge and stimulate the children, taking their age and understanding into consideration. Staff deployment is effective, providing good support for the children.

The leadership and management of the setting is very good. A clear management structure is in place with defined roles and responsibilities. Strengths and weaknesses throughout the setting are identified through evaluation and acted upon efficiently to constantly improve the practice and delivery of the curriculum. The whole staff team continue to train, updating their knowledge and practice. The group is very committed to continually improving the care and education for all children.

Partnership with parents is generally good. They receive a prospectus and a copy of the policies. The curriculum planning is clearly displayed and newsletters help to keep the parents informed. Parents have access to their children's records, however there is no where for them to comment on their children's home learning. The staff are available to parents at the start and end of each session to discuss individual needs.

### What is being done well?

- Children are active in their learning. They are keen to investigate and explore resources and activities. Children are encouraged to ask questions and show curiosity.
- Staff question the children effectively, encouraging them to constantly think about what they are doing and contribute their own ideas. They continually extend the children's vocabulary. They offer support to the younger children whilst providing sufficient challenges for those more able.
- Staff have a clear understanding of what they want the children to gain from activities. Deployment of staff is very good which ensures the children are supported effectively.

- The setting takes active steps to assess its own strengths and weaknesses and monitors its provision for the nursery education well. They work in partnership with other agencies for the benefit of the children and their families.

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

- the planned opportunities for the three year old children to practice their emergent writing skills in a variety of situations.
- the use of opportunities for the three year old children to count frequently and begin to understand how numbers work.
- the system for recording the parents comments about their children's learning at home.

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

At the last inspection the setting was asked to address the following key issues:

When using assessment sheets to record children's progress, include the date on which they achieved the learning goal in the nursery, providing room for parents comments of the children's achievement at home.

Build on the current good work in planning by keeping topic web sheets, so that more information is available about what the children should learn from the activities provided. A note could be made about whether any changes were needed to extend or improve the topic.

Start to think about how the use of the computer can be included in the plans, and how it will be used to support all areas of learning.

The setting have made generally good progress since the last inspection.

Achievement records now include the date, however there is still no where for the parents to record comments of their children's home learning.

Topic web sheets are now used, detailing which areas of learning and stepping stones are being targeted. Activities, daily routines and topics are evaluated and practice is amended to improve the quality and delivery of the planned curriculum. Providing children with the opportunity to progress in each area of learning.

Use of the computer is planned into the curriculum. Children access the computer daily and use programmes to promote learning in all six areas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested and motivated to learn. They are able to sit quietly and concentrate when required. Children are confident and express their needs and ideas in a variety of situations. They form good relationships with adults and co-operate very well with each other. Children are beginning to show an awareness of others needs. They are well behaved, polite and understand simple rules and instructions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently in large and small groups. They communicate clearly to explain how they feel and to express their ideas. Children enjoy books, they listen actively to stories and retell narratives during role play and free play. Children use a good vocabulary and understand that text has meaning. Most children write their names or form generally correct letters, however there are few opportunities for the three year old children to practice their emergent writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently up to and above 12. They recognise numerals up to 9. The four year old children confidently count everyday objects during play and are beginning to problem solve. There are some missed opportunities for the three year old children to practice incidental counting or to begin to understand simple number operations. Children use mathematical language to describe shape, position, size and quantity. They are able to recognise and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate and explore man made and natural resources during practical activities. They are curious and confidently ask questions. Children construct and build objects independently and in groups. They use technology to extend their learning. Children have a good sense of time, they talk about past and future events. Children talk about the environment and world around them. They recognise that everyone is different and know about other cultures and beliefs, through topics.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and freely around the setting. They have good co-ordination and control when completing obstacle courses, moving over, under, through and around a range of equipment. Children are beginning to show spatial awareness and recognise when others need more space. Children negotiate large equipment with confidence. They manipulate a range of tools and objects with increasing control. Children recognise the changes to their bodies during and after physical activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children recognise colours, textures and shapes during a range of activities. They are beginning to mix their own colours with paints. Children confidently match movements to music. They use a range of musical instruments. Children sing a wide selection of songs from memory and recognise changes to sounds. Children use their imaginations creatively during role play and art and craft activities. They make up stories and create situations to extend and develop their own play.

**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**

- provide more opportunities for the three year old children to practice their emergent writing skills, begin to understand simple number operation and maximise incidental counting.
- provide opportunities for the parents to record comments about their children's home learning.

*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.*