



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY235698

DfES Number:

### INSPECTION DETAILS

Inspection Date 12/01/2004  
Inspector Name Juliette Jennings

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Condover Pre-School  
Setting Address Condover  
Shrewsbury  
Shropshire  
SY5 7AA

### REGISTERED PROVIDER DETAILS

Name The Committee of Condover Pre-School

### ORGANISATION DETAILS

Name Condover Pre-School  
Address Condover School  
Shrewsbury  
Shropshire  
SY5 7AA

## 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

Condover Pre-School is situated in a demountable building within the grounds of Condover School in the village of Condover, near Shrewsbury. The Pre-School serves the local area.

There are currently 18 children aged from 2 years to under 5 years on roll. This includes 17 funded three and four year olds. Children can access a variety of sessions. There are currently no children who have special needs or who speak English as an additional language.

The group opens for five mornings and four afternoons a week. Sessions are from 09:00 to 11:45 and 13:00 to 15:30. There is a lunch-club facility available between 12:00 and 12:45. The group is closed on Friday afternoons.

Three members of staff work with the children, two of whom hold suitable Early Years qualifications. The staff access regular training on Early Years issues and receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

The effectiveness of the education is very good. Children are making very good progress towards the early learning goals, particularly in personal, social and emotional development. The children participate in a variety of opportunities and activities and are supported well to become independent and confident. A minor point for consideration is to increase the opportunities for children to attempt writing for a variety of purposes within free play.

There are arrangements in place for supporting children with special educational needs. Staff maintain positive professional links with parents and other professionals so that children's needs are accommodated.

The teaching is very good. Staff access regular training and have a good understanding of the Foundation Stage. They develop detailed written plans, which are used effectively and include evaluations. In addition, they include the learning focus for all children and highlight the stepping stones. The keyworker system enables staff to focus on individual children's needs within planning and all children have an individual play plan. This system works well in supporting the children and their individual learning needs. The staff are actively committed to providing the children with an extensive range of learning opportunities and children are interested and stimulated by the opportunities available to them.

The leadership and management of the setting is very good. Staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Committee meetings are held regularly and policies and procedures are reviewed to ensure that they work in practice.

The partnership with parents is very good. The setting provides parents with good information about their child's progress on a regular basis. Information is obtained from parents prior to children starting and details about the nursery and early years issues are regularly available in a variety of formats.

### What is being done well?

- The teaching is very good. Staff work directly with children, question them to extend and reinforce their learning, listen to what they have to say and respond to their interests. They provide a varied, stimulating and interesting environment, encouraging the children to become confident and independent.
- Curriculum planning is detailed and clear, using the stepping stones and highlighting the learning foci for all children. Individual play plans and a keyworker system help to ensure that children's individual stages of development are accommodated within planned and free play activities.
- Children are making very good progress towards the early learning goals,

accessing a wide range of free and structured play opportunities which promote learning and stimulate and interest them. They are confident and secure in their environment.

- The partnership with parents is very good, with regular, clear information being given to parents about what children are doing whilst at the group. Staff encourage a friendly, informal relationship with parents, supporting them to share what they know about their child.
- The leadership and management is very good. There is a clear management structure, with staff and committee being aware of their roles and responsibilities. They are constantly looking at ways of improving their service to parents and accommodating parents needs where they can.

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

- as a point for consideration opportunities for children to attempt writing for a variety of purposes within free play could be extended.

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

Three key issues were raised at the previous education inspection.

The staff were asked to continue to ensure that appropriate questioning was used so that children can respond in depth. The current staff are good at using appropriate questioning techniques so that children can respond and extend their learning.

Secondly, the group were asked to make progress records clear and simple to manage, so that they can be easily referred to and ensure continuity. The current staff use the Shropshire Learning Record, which details progress in the stepping stones for each child. These records are then used to inform future planning.

Finally, the group were asked to make children aware of different cultures by extending resources and by actively using them during planned and free play activities. The current staff are good at providing an extensive range of resources and planned activities which promote positive images of diversity and children use these resources within their play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children aged three and four are confident and interested to learn, accessing a variety of opportunities provided by staff. They are developing self-confidence and self-esteem, with most children becoming increasingly independent. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, listen and respond in a range of circumstance and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names, although as a minor point they could have increased opportunities to develop early writing skills in free play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape and measure and are beginning to understand the concept of more or less.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three and four year olds use the wide range of equipment and resources either planned by staff or within free play. They are beginning to use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play and within structured activities. They talk about events in their lives and are developing a sense of time and place.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They frequently access planned activities which help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Three and four year olds use their imagination within a variety of structured and free choice activities. They enjoy role play, dance and music, using resources to extend their play and learning. Children have access to a wide range of materials so that they can explore texture, form and shape and are beginning to use their senses and communicate their ideas and thoughts.

**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 key issues but a point for consideration is:
- increase the opportunities for children to attempt writing for a variety of purposes within free play.

*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.*