



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109835

DfES Number: 515320

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Claire Moore

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sunshine Pre-School Group
Setting Address	Marryat Road New Milton Hampshire BH25 5NY

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	SUNSHINE PRE-SCHOOL COMMITTEE
Address	(AS PREVIOUS) U/A

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

Sunshine Pre-School Group opened in 1979. It operates from the hall in the Nederman Centre in the town of New Milton and serves the local area.

There are currently 17 children from three to five years on roll. This includes six funded 3 year olds and five funded 4 year olds. Children attend for a variety of sessions. The setting welcomes children who have special needs or who speak english as an additional language.

The group opens four days a week during school term times. Sessions are from 09:30 until 12:00.

Five staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 in early years and childcare. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision for nursery education at the Sunshine Pre-school Group is of very good quality. Children make very good progress towards the early learning goals in all the areas of learning.

The quality of teaching is very good. Staff plan a variety of well resourced topics and activities, though planning does not always indicate how the activity is adapted for children who learn at different rates. They encourage children in their efforts, and adapt activities for individual or more able children. They know when to intervene in children's play to promote and extend learning, and when to stand back to give children the opportunity to be independent. Children have opportunities to initiate their own play and to take part in adult initiated play in a range of group and one-to-one activities. The outside area is used frequently.

The leadership and management is very good. Staff work well together as a team. They have frequent team meetings to discuss plans, and they are committed to developing the quality of the education through attending training and working with professionals.

The partnership with parents and carers is very good. Parents receive information about the provision through the prospectus, and informal discussion with staff. They are also informed about the Foundation Stage, the early learning goals, and how this links in to the key stages in school. Details about the topic of the week are displayed on a notice board. Parents are invited in to discuss the reports about children's progress with the staff. Parents are not often given suggestions about how they can help with their children's learning in the home.

What is being done well?

- Parents receive information about the setting in the prospectus, regular newsletters, and a notice is always displayed in the setting with details of the current topic. A talk was given to inform parents about the Foundation stage, the early learning goals, the stepping stones, and how this fits in with children starting school.
- Management and staff work hard. They are committed to improvement, further training, developing appraisal systems, assessment and planning.
- Children develop good relationships with adults and other children. They learn to co-operate and work together well by sharing resources in role play and taking turns. They all help at tidy up time and sometimes are able to resolve conflicts.
- Children's spoken language is developing well. They learn to negotiate and to express their imagined experiences during a range of role play situations.

- Staff manage children's behaviour very well. They are consistent in their methods. They use praise and encouragement, and sometimes a reward system of stars to help to motivate children. When a child is having difficulties they offer support, distraction and explanations to children.

What needs to be improved?

- the planning of the curriculum to include how an activity is adapted to suit children who learn at different rates.
- the suggestions given to parents about how they can help their children make progress at home.

What has improved since the last inspection?

At the last inspection the setting was asked to improve the quality and standards of the educational provision by extending the system to assess, record and plan for children's developmental progress.

This has been effectively addressed. Staff have implemented a clear record chart and written a section under each of the areas of learning for all the children.

They were also asked to ensure parents are kept informed of their children's progress and to provide opportunities for parents to contribute their comments and observations of their children's progress.

This has been effectively addressed. Parents are given written reports, invited in to discuss them and staff often chat to them informally about their children's progress. Parents complete a detailed form with a member of staff when a child starts, and parents are invited to contribute to reports.

In addition they were asked to extend the range of activities offered to promote mathematics, physical development, knowledge and understanding of the world.

This has also been effectively addressed. Staff have sought and acted on advice, provided extra resources, attended training, and included a wider range of topics in the plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children sit quietly to listen and are able to concentrate and to initiate activities. They relate well to other children and to staff. They learn to take turns and to share and are sensitive to the needs of others. They are becoming very independent in their personal care, dressing themselves for outside play, visiting the toilet and remembering to wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. They express their imagined experiences through role play situations. Children enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and learn to hear and say the initial sounds in words. They make marks writing in role play situations, for example writing orders for a BBQ.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make counting an integral part of daily activities. Most children can count to five and some to ten. They learn to recognise numerals in group games and puzzles and use various resources to learn about shape and space. They practise mathematical language through counting, comparing shapes and group activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and interest in what they see including exploring compost, fruit and salad. They learn about the natural world through growing sunflowers, cress and bulbs. They find out about their local community from local walks to a shop and the post box. They design and build with construction toys and with recycled materials. They use telephones and a computer as an introduction to technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination using tunnels, hoops and balancing apparatus. They develop manipulative skills with a range of tools and materials such as pencils, scissors play dough, knives to spread toppings on a cracker, and using clothes pegs. They understand the importance of keeping healthy and good hygiene practices. Staff teach them about healthy foods.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop their imagination and act out experiences through moving to music, and in role play situations. They improvise with available resources, for example a tube as a fireman's hose.	

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 significant weaknesses to report, but consideration should be given to improving the following:
- develop the planning of the curriculum to include in the plans how an activity is adapted to suit children who learn at different rates
- provide suggestions to parents about how they can help their children make progress at home.

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.