



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221749

DfES Number: 510972

INSPECTION DETAILS

Inspection Date	26/05/2004
Inspector Name	Susan Christine McGuire

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Eaton Socon Pre-School
Setting Address	38a Queens Gardens Eaton Socon St. Neots Cambridgeshire PE19 8DN

REGISTERED PROVIDER DETAILS

Name	The Committee of Eaton Socon Pre-School
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ORGANISATION DETAILS

Name	Eaton Socon Pre-School
Address	38a Queens Gardens Eaton Socon St Neots Cambridgeshire PE19 3DN

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

Eaton Socon Pre-school opened in 1979. It operates from its own premises consisting of two joined mobile rooms in the centre of Eaton Socon. The pre-school serves the local area. There are currently 80 children from 2 to 5 years on roll. This includes 42 funded 3 year olds and 38 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language. The group opens 5 days a week during school term times. Sessions are from 09:15 until 11.45 and 13:00 until 15:00. A lunch club from 11.45 until 12:45 is also provided. Nine full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Child Care 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 Eaton Socon Pre-School is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff create a stimulating and caring environment in which children are confident to try. All are skilled in extending learning by effective questioning and in taking opportunities to set appropriate challenge. Effort and achievement is praised and considerate behaviour is valued and encouraged. Activities are adapted so that all children can participate. Staff have an excellent knowledge of the Foundation Stage and planning is exemplary. All areas of learning are covered well and activities are clearly linked to stepping stones and learning intentions. The key-working system operates effectively and assessment is used constructively to plan the next steps of learning for individuals.

Leadership and management is very good. The committee operates a supportive role, having confidence to devolve the running of sessions and monitoring of the children to the staff, who carry out these roles successfully. Regular meetings maintain the open relationship. Staff work well as a team and share equal responsibility within sessions to encourage professional development. All are very committed to the care and education of the children. They carry out continuous self-evaluation and work well with outside agencies. A good liaison with the local infants school is maintained.

Partnership with parents is very good. Parents express great confidence in the setting. Good relationships are fostered through daily contact and the provision of clear written information about the setting and the activities provided. Training evenings are set up for parents on subjects they have identified. Planning is displayed and the Foundation Stage is explained. Parents are given excellent opportunities to share in their child's learning and to contribute to assessment.

What is being done well?

- The quality of teaching is very high. Staff are very skilled in taking unplanned opportunities to extend children's learning through effective questioning, introducing new vocabulary and by encouraging children to talk about their achievements.
- Children are very happy in the setting. They are confident and independent, and learning to show consideration for others.
- Children's mathematical development is outstanding. They are learning mathematical thought naturally through everyday activities in the setting.
- Staff are providing children with a good knowledge and understanding of the world, through stimulating activities which arouse curiosity and encourage

them to investigate and explore.

What needs to be improved?

- the use of dance as a means to develop children's imagination.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the key issues identified at the last inspection.

An effective system of staff appraisal is now well-established.

Planning now includes well-documented long-term plans which effectively cover all six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the setting with enthusiasm, separating from their carers with ease and approaching staff with confidence. They are encouraged to share and take turns and to develop a sense of community. Most children are very independent in their self-care and in selecting resources for chosen activities. They show persistence with challenging tasks and sit and concentrate when appropriate. Staff foster self-esteem by praise and encouragement, and good display of children's work.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children can identify letter shapes and sounds and can recognise their names and other simple words displayed in the room. Staff provide many experiences of mark-making including 'magic finger' and quills, and children frequently write for a purpose in role-play. The attractive book area is well-used by children who delight in books for pleasure and information. Group story is also much-enjoyed and staff give children opportunities to predict and recall the sequence of the tale.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical development is excellent. Staff use everyday routines well to encourage children to count, problem-solve, and to add or take away. Children recognise and write numerals confidently and can count to 10 and beyond. They can sort by size, shape and colour, and can recreate simple patterns. Planned activities introduce comparison and symmetry and children explore the concepts of heavy and light freely at the weighing table and through sand and water-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children feel free to express curiosity and are provided with tools to aid investigation e.g. magnifying-glasses, computer. They have daily opportunities to explore assembling and joining with different materials. Staff discuss what objects are made of and allow children to take things apart to explore how they work. Topics and daily routines give children a sense of time and place and encourages them to observe change. Knowledge of the wider world is given through festivals and maps.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The outside play space is used well to give children opportunities to develop skills in climbing, steering, hopping, skipping, balancing and even threading material through the fencing. Inside, children use a wide variety of tools purposefully and with increasing skill e.g. staplers, scissors, hole-punchers. Staff introduce vocabulary during play with malleable materials e.g. pinching, squeezing. Children have a good awareness of health issues and respond appropriately to thirst or cold.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's imagination is being well-developed through role-play during which staff allow them to take the lead. They enjoy singing and moving to music and staff acknowledge that dance could be further used to encourage the expression of ideas. Musical instruments are used in free-play and also as an adult-led activity to explore sound and rhythm. A wide range of media and materials are provided through planned activities and children can freely explore design and construction daily.	
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 the following point should be considered:
- Further develop children's imagination through the use of dance as a means to express ideas and emotions.

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.