



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131573

DfES Number: 514019

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Judith Margaret Reed

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Riverside Pre-School
Setting Address Bitterne Park Infant School
Manor Farm Road, Bitterne Park
Southampton
Hampshire
SO18 1NX

REGISTERED PROVIDER DETAILS

Name The Committee of Riverside Pre-School

ORGANISATION DETAILS

Name Riverside Pre-School
Address Manor Farm Road
Southampton
Hampshire
SO18 1NX

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

Swallows Nest Playgroup is a committee run group, in the Bitterne Park area of Southampton. The premises consist of one large room, an outside play area and toilets. The registration is for 26 children, aged under 5 years and over 2 years, and it is the groups policy only to take children from 2yrs 9 months. The group is an inclusive centre and has 4 places available for children with special needs. The sessions run Monday to Friday 9:00 to 11:30 and 12:30 to 15:00. There are 9 staff employed in the group and 2 staff funded by the school.

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

How effective is the nursery education?

Riverside Pre School provides very good nursery education . Children make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a clear understanding of how children learn. They plan and provide a good range of practical activities including card making, butterfly counting game and story sack counting activity. Staff are effective in supporting children who are less able and also challenging the more able children, by open ended questioning, encouraging them to think. Staff ensure children with special need are included and valued.

Children behave well and have a clear understanding of what is expected of them. Incidents are dealt with effectively and children learn to negotiate and develop skills to challenge. Accommodation and resources are used well to support learning and the room is laid out with a range of experiences for children.

Leadership and management is very good. Staff work well as a team and clear communication allows them to provide a stimulating, well balanced programme. Management actively encourage staff to undertake relevant training, and effective systems are in place for the continual assessment and development of staff.

The partnership with parents is very good. Parents and staff work together and share information about children's progress and development. Continual assessment and monitoring ensures children's individual needs are met. Parents are able to access their child's records when they wish, and have regular meetings with key workers. Information about the group is made accessible to parents through regular news letters, the notice board, and the welcome booklet. Parents are welcomed into the group and encouraged to take an active role through helping out on the parent rota, fundraising, and committee membership.

What is being done well?

- Partnership with parents is very strong and regular meetings with key workers ensure parents are informed about the development of their children.
- Personal, social and emotional development is very good. The children are confident, have established good relationships, and are keen to learn.
- Staff support children's role play well. This helps them learn to negotiate, to talk through their imagined experiences, and to learn about the environment.
- Staff question children effectively, encouraging them to think and contribute their own ideas.
- Support for children with special needs is very good and parents appreciate sharing knowledge of their children with key workers.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to the following:-
- ensure all staff are secure in their knowledge and understanding of the early learning goals.

What has improved since the last inspection?

The system for assessing children has been changed and all children are monitored. Staff are trained in observation and record keeping, and they work closely with parents. The quality of teaching is very good, and staff ensure they ask open ended questions to make children think and solve problems. Plans include extension activities for more able children. Children's development in maths is now very good. They learn about number in everyday situations, counting confidently into the mid twenties. More able children are extended and challenged through questioning, and stories and songs support subtraction for example Ten in a bed, and Ten Green Bottles.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children and staff have established friendly positive relationships where all children are valued. Children show high levels of self esteem and are encouraged to display their work. They are keen to learn and make choices. Children work well independently and co operate when working in groups, for example during outdoor activity with road signs and various means of transport.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children are effective communicators. They learn to negotiate and express feelings and thoughts through role play, and story time. Children enjoy books and listen carefully to stories. They are taught to read and write their names and a range of activities increase their awareness of the different purposes of writing. Children learn and record new vocabulary and begin to link letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use number in everyday situations and show that they understand size and shape through practical activities such as play dough and plant growing. Children are confident in using number for counting during regular routine activities. More able children are challenged with extension activities and questioning, making recordings of measurement

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge and understanding of the world is good and activities and resources encourage them to explore and investigate such as with the tadpole display. Children gain an increasing understanding of where they live and the wider environment, for example children recognise local landmarks in photographs. Children are confident in using information technology and have regular access to a computer, telephone, walkie talkies and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good sense of space and move confidently during physical play activities. Children take every opportunity to use their imagination during physical play and movement. They are skilled at using a variety of construction equipment, as well as card, recycled materials, paper and glue. Children use equipment and tools safely, demonstrating skills with a variety of implements, construction sets and small world activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children benefit from a wide choice of creative activities, and imaginatively use resources to create their own pictures and models. They respond to a range of themes to extend their creativity in role play situations and within the home corner, such as the space theme, and the French café. Children enjoy singing sessions and regularly explore and experience sound, rhythm and musical instruments.

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:

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- ensure all staff are secure in their knowledge and understanding of the early learning goals.

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.