



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219960

DfES Number: 511800

INSPECTION DETAILS

Inspection Date 25/02/2003
Inspector Name Ann Elizabeth Austen

SETTING DETAILS

Setting Name Silverstone Pre-School Group (Chapel)
Setting Address Chapel Rooms
Silverstone
Northamptonshire
NN12 8UT

REGISTERED PROVIDER DETAILS

Name Mrs Diane Lesley Haithwaite

ORGANISATION DETAILS

Name
Address

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
Silverstone Pre School opened approximately 33 years ago. The pre school serves the village of Silverstone and the surrounding village. The facility is held in the Chapel Rooms within the village. The children have access to the main hall, an adjoining area at the front of the building and a garden. The pre school has close links with the village school and local community. Silverstone pre school is in the voluntary sector and is managed by an annually elected parent committee. One supervisor, one deputy and 4 staff work along side the children. Two members of staff hold child care qualifications. All staff have relevant experience. The pre school is open four mornings a week from 9.15-11.45am and operates during term time only. Silverstone pre school is registered to provide care for a maximum of 26 children. There are currently forty children on role. This includes twelve funded 3 years olds and eleven funded 4 year olds. Provision is made for children who are identified as having a special need and for children who have English as a second language. The Northamptonshire Early Years Development Team and Childcare Partnership and other agencies visit the setting.

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

How effective is the nursery education?

Silverstone Pre School offers a generally good quality nursery education where children enjoy learning through a range of interesting activities. The staff work well together as a team. Effective teaching helps children make generally good progress towards the early learning goals. Children make good progress in personal, social and emotional development. Teaching is generally good. Staff have a good knowledge of the foundation stage and the local environment- enabling them to plan an interesting range of topics and activities. The emphasis is given to teaching through a range of practical activities. Behaviour is well managed. Staff praise what children do well building up their confidence and self-esteem. The atmosphere is happy and relaxed. Staff allow children time to practice, refine and develop new skills, supporting children's learning as required. Planning is continuing to be developed. An assessment system is in place but this does not show how challenges will be set for more able children. A system is in place to provide support for children who are identified as having a special educational need and who use English as a second language. Leadership and management is generally good. The staff work well together as a team, they are motivated, enthusiastic and are committed to ongoing training and development. Regular meetings take place to discuss the children's observations, to review the planning and to evaluate the effectiveness of the setting. The partnership with parents and carers is generally good. Parents are well informed about the pre school and the curriculum. Parents are invited to stay and help at the sessions. Parents do not however have opportunities to contribute to the assessment process. Staff talk to parents through informal conversations. Time is not set aside to ensure that all parents are well informed about their child's progress

What is being done well?

Children show an interest in the range of activities provided. The children are friendly and happy and relate well to one another and to adults. Children's behaviour is good. Staff praise what children do well. This has a positive effect on their confidence and self-esteem. Staff provide children with opportunities to develop their speaking skills. Children count reliably to ten. Staff use their knowledge of the local community to extend children's understanding of the wider world. Children engage in a wide range of activities which develop hand/eye co-ordination. Staff provide an environment where children can explore using a variety of materials. Staff have a good working relationship with parents and carers. Staff are committed to the care and education of the children.

What needs to be improved?

Provide a consistent range of resources that reflect positive images of culture and disability. Strategies to encourage children to listen attentively during group story

time. Opportunities for children to link sounds and letters. The use of practical activities to increase children's understanding of calculation. The use of technology to support children's learning. Opportunities for children to discuss the importance of keeping healthy. Opportunities for children to move to music. That the learning intention of the activity, as stated on the plans is reflected within the activity. The use of activity plan sheets to show how challenges will be set for more able children. Opportunities for parents to contribute to the assessment process and to have regular opportunities to discuss their child's progress.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Regular opportunities are now provided for children to write their names, with the appropriate use of upper and lower case letters. Role play is continuing to be developed to provide more diverse experiences.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
The children are happy and interested in the range of activities provided. They are forming good relationships with adults and other children and are well behaved. The use of positive praise and encouragement successfully promotes children's confidence and self esteem. Children are developing their personal independence and their ability to concentrate, eg. children making their own snacks, following instructions and making choices in their play.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children use language for a variety of purposes. Activities are effectively used to improve children's listening and speaking skills. Children discover new vocabulary within each activity and topic. They share their experiences during group discussion time. Children recognise letters from their name card but they do not consistently link sounds and letters. Children are beginning to put meaning to marks, for example during role play and free drawing. Children look at books for enjoyment.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
The children are encouraged to count and recognise numbers, for example children count the number of legs on the spider, and the number of children at the pre school. Children have access to number puzzles. However children's understanding of calculation is less secure, for example the use of addition, subtraction and division across the range of practical activities. Children are beginning to use correct mathematical language and enjoy exploring shape, position and measurement.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children experience interesting and topical activities to help them learn about the natural world and features of their environment. The children use their senses as they investigate using a variety of materials and equipment, for example children creating a collage picture and children building using construction resources. The children do not however have regular opportunities to use everyday technology to support their learning. Children recall past and present events in their lives.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children show increasing control and co-ordination, developing an awareness of space and of others, eg. children manoeuvring pedal cars and negotiating space around the room. The children engage in a wide range of activities that develop hand-eye co-ordination and strengthen small muscles, for example children using tools in the sand pit, threading, painting, sticking and construction toys. The children do not however have opportunities to discuss the importance of keeping healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able participate in a variety of activities using a range of resources to support their creative development. They explore colour, texture and shape and respond to what they see, hear, smell, touch and feel. Children use their imagination as they play with equipment such as the dolls house, construction toys and in imaginary play-when they act out real and imagined events. The children respond to singing but do not have regular opportunities to move to music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
1.Provide regular opportunities for children to link sounds and letters. 2.Increase the use of information and communication technology and programmable toys to support children's learning. 3.Develop strategies to ensure that parents can contribute to the assessment process and have regular opportunities to discuss their child's progress.