



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127389

DfES Number: 514731

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Morehall Pre-School
Setting Address Chart Road
Folkestone
Kent
CT19 4EW

REGISTERED PROVIDER DETAILS

Name The Committee of Morehall Pre School

ORGANISATION DETAILS

Name Morehall Pre School
Address Chart Road
Folkestone
Kent
CT19 4EW

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

Morehall Pre-School operates from an independent unit on the grounds of Morehall Primary School in Folkestone. The group serves the local area and surrounding area.

The setting opens 5 days a week during school term times. Sessions are from 09:00 to 12:00 daily and from 13:00 to 15:30 three afternoons a week.

There are currently 52 children from 2 years to 5 years on roll. This includes 23 funded 3 year olds and 4 year olds. Children attend for a variety of sessions. 2 children have special needs and the group supports 1 child who speaks English as an additional language.

There are 7 staff that work with the children, of these, 4 are available at each session and 4 have early years qualifications. All staff attend short training courses. The setting receives support from a teacher and / or mentor from the local 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?

Morehall Pre- School Playgroup provides a range of worthwhile activities, in a friendly and secure environment and children are making generally good progress overall, with very good aspects in mathematical development.

Teaching is generally good; staff have a secure knowledge of the foundation stage, which enables them to plan and provide experiences that are imaginative, motivating and enjoyable. Staff make evaluative observations on the children's progress, daily. These are used to identify children's next steps and inform weekly plans. This system is relatively new and staff are working towards refining the process. Staff work well as a strong team and are deployed effectively to provide small group activities and support individual children. Staff skilfully adapt all activities to ensure children continually experience suitable challenges, from their choices. Clear explanations of individual activities and good questioning techniques enable meaningful learning to arise from the experiences provided. Occasionally, however the routine and pace of the sessions does not successfully retain children's motivation and interest. Staff are respectful to the children and have high expectations of their behaviour, their sensitive support and encouragement is reflected, in the children's generally good behaviour. There are effective procedures in place to support children with Special Educational Needs and for children with English as an Additional Language.

Leadership and Management is generally good. The team are committed to ensuring children experience good quality care and education. Staff encouraged to attend regular training. The system in place to evaluate the settings strengths and weaknesses, and that of the programme for education, is informal.

Partnership with Parents is generally good. They regularly receive useful information and are encouraged to contribute to their child's learning. Opportunities to regularly access records are insufficient.

What is being done well?

- Staff work closely as an effective team to plan and provide a range of experiences that are relevant, imaginative, motivating, enjoyable and that ensure suitable challenges.
- Staff are deployed effectively to provide group activities and support individual children. They skilfully organise and adapt activities to meet the needs of all the children.
- Staff consistently employ useful questioning techniques to enable meaningful learning to arise from opportunities provided.
- Staff consistently use mathematical language and provide regular

opportunities for children to understand the meaning of numbers through play. They maximise on every opportunity to use mathematical language to describe shape, size, position and quantity.

- Staff support the needs of children with English as an additional language well by ensuring all children have opportunities to recognise and show respect for each child's home language. Staff use the display of non-stereotypical images and other resources well to support learning in this area.

What needs to be improved?

- the routine and pace of the sessions, to ensure children spend less time waiting in whole group situations
- the consistency of opportunity to develop a sense of time, to recognise names and label their own work
- the process of using observations to identify learning priorities and using these to inform the plans
- the frequency with which parent's access children's records
- the systems in place to review and monitor the settings strengths and weaknesses and that of the educational programme.

What has improved since the last inspection?

At the last inspection the group agreed to ensure;

Writing materials should be provided on a daily basis in the role-play area, enabling the children to write independently

Children now have regular access to writing materials in their role-play. The group have made very good progress in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enthusiastic learners. They make choices about their play and take initiative. Firm relationships are established as children learn to share, take turns and work co-operatively. They show good levels of concentration and motivation in their chosen tasks for example when planting seeds. Children behave well. The pace of the routine does not consistently retain interest and children become restless and bored as they wait for their turn in the extended whole group times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently as they engage both adults and their friends in conversation. They show pleasure in regularly using words such as "disgusting". They listen attentively to stories. Children develop reading skills as they absorb themselves in books. Children are encouraged to notice print and the sounds of letters in words and signs. They successfully identify "open" and "closed". Children receive inconsistent opportunities to identify their names and label their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They benefit from the consistent use of mathematical language and receive good support to recognise shapes, colours and sizes. Children learn about space and measure through practical activities such as sand. Children have consistent opportunities to be aware of simple ideas of addition and subtraction through practical activities. Children learn the meaning of numbers as they roll the dice and successfully select matching amounts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The outdoor area is used well to stimulate children's interest in the natural world and features of the locality. Children collect leaves and bark and enthusiastically explore them using their senses. Excellent planned activities help them to notice changes that occur, for example when the vegetables they chopped are cooked and "squashed" to make "runny" soup. Children clearly enjoy using a range of programmable toys. Children receive inconsistent opportunities to develop sense of time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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A range of indoor activities help children to gain control, co-ordination and spatial awareness. Children regularly use tools and equipment to develop hand control and dexterity. Children move freely and skilfully manoeuvre around objects to stay safe. They enjoy bouncing on the trampoline. Children do not receive consistent opportunities to raise their health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are provided with regular opportunities to explore a range of materials. They eagerly paint and play with sand to communicate their thoughts ideas and feelings. Children participate enthusiastically in the music sessions, dancing freely. They respond in a variety of ways expressing delight and disgust, to the array of vegetables used for printing. Role-play activities are varied and interesting; although the quality of their play varies with the amount of support they are given.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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: THE KEY ISSUES

- Ensure the routine and pace of the sessions, effectively retains children's interest and motivation particularly during whole group times.
- Provide children with consistent opportunities to develop a sense of time, to recognise names and label their own work.
- Ensure parents have regular opportunities to access their child's records.

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.