



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507860

DfES Number: 516030

INSPECTION DETAILS

Inspection Date 04/02/2004

Inspector Name Marilyn Joy

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name West End Pre-School

Setting Address Hilldene Centre Annexe
High Street, West End Soton
Southampton
Hampshire
SO30 3DU

REGISTERED PROVIDER DETAILS

Name The Committee of West End Pre-School

ORGANISATION DETAILS

Name West End Pre-School

Address Hilldene Annex, Hilldene Centre
High Street
West End
Southampton
SO30 3DU

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

West End Pre School has been registered since 1979. It is a committee run group and provides sessional day care. The Pre School operates from it's own premises in West End and serves the local community. The Pre School has sole use of the building at all times. The group is registered to provide 24 places for children aged between 2 and 5 years. There are currently 58 children on roll. This includes 40 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and children who have English as an additional language. Ten staff work with the children on a part time basis. Five staff have Early Years qualifications to NVQ level 2 or 3. The Pre School opens 5 days a week during school term times. Sessions are from 09:15 - 11:45 and 12:30 - 15:00 Monday - Friday. The setting receives support from the local Cluster group. The group are currently working to update their Accreditation

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 West End Pre-school is of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff create a stimulating and well-planned learning environment and use the range of resources well to provide a variety of indoor and outdoor activities. They use their knowledge of individual children to provide challenges and present most activities at the right level. Organisation of some activities means some children are not always sufficiently extended. Staff are skilful at developing children's language and understanding during practical and routine activities. They are enthusiastic and encourage a positive attitude and disposition towards learning. They allow children time to become engrossed and complete activities. They provide positive role models encouraging children to co-operate and resolve difficulties for themselves. Staff carry out regular observations and use these to complete detailed assessments of children's learning.

Leadership and management is very good. There is a clear management structure in place which effectively supports staff and the operation of the pre-school. Staff and management have high expectations and are working towards continual improvement by encouraging training, developing the range of resources and partnership with parents. They have a strong commitment to providing a sound foundation for children's learning.

Partnership with parents is generally good. Parents are provided with a good range of information about the pre-school and value opportunities to share information with staff on a daily basis. Children's work and details of planned activities are displayed for parents. Staff collate a comprehensive and detailed file containing photos and observations to show parents how their child has progressed whilst at pre-school.

What is being done well?

- A clear management structure supports staff well and is committed to improvement. Partnership with parents is given a high priority and parents value the friendly and approachable staff.
- Enthusiastic and experienced staff work well together to provide a positive learning environment. They form easy and trusting relationships with the children and use effective questioning and explanation to extend their knowledge and understanding.
- Children's personal, social and emotional development is promoted well. Children are developing self-confidence and self-esteem. Many show high levels of concentration. They are motivated and interested in learning.
- Children's mathematical development is fostered effectively through routine and planned activities. Children are interested in number games and use

mathematical language during their play.

What needs to be improved?

- opportunities for children to select resources for themselves so they can design and make their own creations using a variety of materials, tools and techniques
- organisation of physical and role-play activities to provide challenges for all children and maximise learning opportunities, including opportunities for writing.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection when it was asked to: Ensure that planning covers all aspects of each of the six areas of learning and specify more clearly what children are intended to learn from activities. All areas of learning are now included in the planning and most activities are linked to the stepping stones to show what children are intended to learn. They were also asked to develop assessments further by ensuring that children's progress and achievements in each aspect of the six areas of learning are recorded. A comprehensive system of observation and assessment is now in place to record children's progress against the stepping stones in each area of learning.

The pre-school was asked to develop the range of religious and cultural events included in the programme. The programme was reviewed so that children have the opportunity to learn about a range of festivals and celebrations throughout the year such as Chinese New Year, Diwali, pancake day and birthdays.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Many children display high levels of concentration, they are involved and interested in their play. Many arrive confidently and form positive relationships with adults and each other. They are developing independence in caring for themselves, remembering to wash their hands and wear aprons. However there are few opportunities to select their own resources or create their own designs. Children are learning to play co-operatively. They know the routines and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy books and listen attentively at story time. They select books for themselves and handle them with care. They are becoming aware print carries meaning and many can recognise their own name. Children attempt writing during planned activities although some opportunities are missed to encourage writing and mark-making during role-play. Many are confident talkers and express themselves clearly whilst others are developing confidence with sensitive support from staff.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing an understanding of mathematical concepts and language through a variety of practical activities. Many can identify shapes and work out which is the heaviest object. Children are beginning to count with confidence and many use counting in their play. Some count backwards when pretending to be rockets. Children are interested in numbers. Some are beginning to compare groups of objects and solve simple problems such as how many boats will fit on the pond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a wide range of natural and living things. They grow vegetables and look at frogspawn. They enjoy making paint and gloop. They describe what they are doing and what it feels like, expressing delight when the unexpected happens. There are few opportunities to design and make their own creations. A variety of interesting topics encourage children's awareness of the world around them. They talk about their own environment as well finding out about other countries and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have a growing awareness of space and show respect for others when playing in confined areas. They demonstrate increasing control over their bodies when using small and large equipment. Many can peddle and manoeuvre bikes with skill. They climb, balance, run and stop. However organisation of indoor physical play does not sufficiently extend all children. Children use a variety of tools and materials to develop their hand/eye co-ordination. They use tools to scoop, cut and shape.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enthusiastically explore a variety of media and materials. They identify colours and describe textures. Many are involved for extended periods whilst others have a clear purpose and express themselves very quickly. Children engage in imaginative and role-play activities. They dress-up and create their own storylines. Boxes become places to hide and suitcases are taken on holiday. However play sometimes loses focus without adult support. Children enjoy music and sing songs from memory.

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

- provide opportunities for children to select resources for themselves so they can design and make their own creations using a variety of materials, tools and techniques
- improve organisation of physical and role-play activities to provide challenges for all children and maximise learning opportunities, including opportunities for writing.

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.