



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509532

DfES Number: 584681

### INSPECTION DETAILS

Inspection Date 18/05/2004  
Inspector Name Heather Fletcher

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Tadpoles Community Pre-School  
Setting Address Green Lane  
Frogmore  
Camberley  
Surrey  
GU17 0NY

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name TADPOLES PRESCHOOL GROUP  
Address Green Lane  
Frogmore  
Camberley  
Surrey  
GU17 0NY

## 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

Tadpoles Community Pre-School opened in 1997. It operates from a classroom on the site of Frogmore Infant School in Blackwater. The Pre-School is independent of the school, but there are close links. The group has the use of a classroom, children's kitchen and music room. There is an enclosed outdoor play area and children at times have access to the school hall and fields. The Pre-School serves the local area.

There are currently 81 children from two to five years on roll. This includes 38 funded three-year-olds and 22 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. The group supports those who speak English as an additional language, although none attend currently.

The group opens five days a week during school term times. Sessions are from 08:45 until 11:30 each morning, and from 12:45 until 15:30 on Mondays, Tuesdays, Wednesdays and Fridays. The group opens on Thursday afternoons between 12:30 and 15:15.

Six full and part-time staff work with the children. Four staff have early years qualifications to NVQ level 2 or 3, and two staff are currently working towards this level. The setting receives support from a teacher/mentor from the 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?

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a good knowledge of the Foundation Stage curriculum, and they plan a well balanced range of activities to develop, support and consolidate children's understanding. Staff use open-ended questioning techniques to encourage children to think deeper. Observation and assessment systems are effective, and track both what individual children can do, and need to achieve next. Staff act as sound role models to instil courtesy and consideration for others, and children behave well in response to the interest, praise and encouragement, which they receive. Organisation is generally effective, however at times group sessions are too long.

The leadership and management of the Pre-School is very good. Staff are deployed effectively, and all staff are aware of their roles and responsibilities throughout the session. Detailed and comprehensive policies and procedures, with clear written guidance about rotas and routines, underpin the effective management of the Pre-School. Effective long, medium and short term curriculum planning, and observation and assessment systems, are in place.

There are efficient staff recruitment and appraisal systems, and they hold regular staff meetings. The setting has good resources and plans imaginatively. This provides a warm and welcoming environment for children staff, parents and visitors.

There is a very good partnership with parents, who receive good quality information about the Pre-School and their children's achievements and progress. Parents meet their child's key worker to discuss developments during the year, and informal discussions take place regularly. Staff acknowledge parents as their children's primary educators, and they are encouraged to take an active role in the group by sharing their knowledge, skills, and information about their children's accomplishments.

### What is being done well?

- Children behave well, they co-operate and collaborate, are motivated to learn, display enthusiasm and independence and show consideration for others.
- Children explore, both at first hand and with effective staff support, a range of activities, which promotes their language, mathematical, physical and imaginative development.
- Staff extend and consolidate children's understanding in all six areas of the curriculum through effective questioning techniques and efficient planning

and assessment systems.

- There is strong leadership and management at the Pre-School, and they effectively monitor the educational provision.

#### **What needs to be improved?**

- the organisation of group sessions.

#### **What has improved since the last inspection?**

The Pre-School has made good progress with regard to two key issues, which were raised at the last inspection in 2000. Observation and assessment systems now clearly identify what individual children need to achieve next, and parents are well informed about their children's progress and accomplishments. Children regularly practise the sound and shape of the 'letter of the week' at circle time. The 'Jolly Phonics' system is now in place, and children are encouraged to bring in from home objects and items, which begin with the 'letter of the week' for further discussion.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, interested and motivated to learn. They form warm relationships with adults and peers, and show consideration and respect for other people and living things. Children are confident and self-assured. They co-operate and collaborate with others, and show concentration and perseverance. Children behave well. They are independent within the environment and they observe the group rules.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate and maintain conversations, taking account of what others have to say. They use talk to organise their thoughts and recall real and imaginary experiences. Children are linking letters and sounds, and are beginning to form recognisable letters as they write. They enjoy looking at a range of books, and listening to stories. Children understand that print is read from the top to the bottom of the page, and from left to right. They show an understanding of character and sequence.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to use numbers to decode information in the environment, for example, house numbers. They count confidently to ten, and many count to twenty and beyond. They can select the correct numerals to represent objects. Children are developing the ability to calculate, and they confidently state which number is one more or less than a given number. Children show awareness of shape, size, measure, time, capacity and pattern. They make comparisons and construct symmetrical designs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and compare the features of objects and living things, such as cold cooked spaghetti, young plants or giant African Land snails. They show interest in why things happen or how things work, and discuss, for example, the growth of plants or the way a calculator needs a battery to work. Children observe and find out more about the people and features of their local environment. They are developing an awareness of their own cultures and beliefs, and those of other people.

**PHYSICAL DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move confidently around the environment and show control and co-ordination as they play on and with a range of equipment. They show an awareness of space, and allow each other room to manoeuvre. Older children are able to anticipate and avoid possible collisions with others as they chase and run around. Children are developing an awareness of good health and hygiene practices, and know, for example, to wash their hands or to avoid strenuous physical activity before and after eating.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Children experiment and explore with a range of rigid and malleable materials, using all of their senses. They make designs, pictures and collages, and discuss how things look, feel, taste and smell, for example, cold cooked spaghetti or a selection of fresh fruits. Children play imaginatively alongside others engaged in a similar theme. They play co-operatively to act out a narrative. Children enjoy singing familiar rhymes and songs, and they are acquiring a wide repertoire of tunes.

**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 consideration should be given to improving the following:
- review the organisation of group sessions, to ensure that children do not sit for periods which are overly long, taking into account different ages and stages of development.

*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.*