



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127081

DfES Number: 511540

### INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Julie Steeples

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Capel Pre-School
Setting Address	Falmouth Place Five Oak Green Tonbridge Kent TN12 6RD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Capel Pre School
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### ORGANISATION DETAILS

Name	Capel Pre School
Address	Community Centre Falmouth Place, Five Oak Green Tonbridge Kent TN12 6RD

## 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

Capel Pre-School is a voluntary group serving the local, rural community of Capel and other villages. It is held in the community building which is surrounded by playing fields. There is a designated outdoor play space plus an allotment is being developed. It has been established since the mid 1970s.

It is managed by a committee of parents and is a member of the Pre-School Learning Alliance.

The group is open each weekday during the school term and on Tuesdays and Fridays children are able to stay until 15:30. Children are accepted from the age of 2 1/2 and are able to stay over the lunch period when they reach 3 1/2.

The Pre-school is in receipt of nursery education funding for 3 and 4 year old children.

Policy statements are available for parents to read. Children who have special needs will be cared for according to their individual needs.

The majority of staff have appropriate qualifications.

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

### How effective is the nursery education?

Capel Pre-school provides high quality nursery education overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff know the children well. The quality of the teaching challenges children and enables them to learn effectively. Staff interact with the children using open questions, encourage their thought processes and build on their past learning. Children enjoy sharing books with staff, but the book corner is not easily accessible. Staff have a sound understanding of the Foundation Stage and work together to extend the children's learning through well planned activities and naturally occurring situations. Children are confident, well behaved and work well together.

Planning, which is carried out by the whole team, clearly links to the stepping stones. Staff use daily observations and evaluations of all activities to inform planning and to ensure they continue to meet children's individual needs, but on occasions planning does not details how activities can be adapted for children who learn at different rates. The pre-school has experience of working with children who have special educational needs and/or English as an additional language.

Leadership and management is very good. Staff are well supported in the care and education that they provide for the children. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to evaluate and review the effectiveness of the pre-school practice.

The partnership with parents and carers is very good and contributes to children's learning. Parents are well informed about the Foundation Stage and are encouraged to be involved in their child's learning through joining in with many of the group's activities, such as the allotment. Staff provide regular opportunities for parents to discuss in depth their children's individual progress by appointment.

### What is being done well?

- Staff provide a rich variety of practical play opportunities that excite and motivate children to learn through their play.
- Staff have a very good understanding of how young children learn and how first hand play experiences can be used to support learning in all areas.
- Although the pre-school does not have sole use of the premises, staff give careful thought to planning a stimulating environment. The main room is organised so there are well defined areas, each with exciting, good quality resources which children can self-select and investigate.
- Staff have continuously updated training and have attended short courses

about relevant childcare issues.

- There are good strategies in place to manage children's behaviour. Good conduct is consistently valued and acknowledged by staff, and as a result children behave well.
- Children's personal independence is strong. The effective use of a 'milk bar' system offering food and drinks enables children to make their own choice about when to have their snacks. The 'milk bar' is well supported by staff to encourage personal independence in all the children.
- Good relationships with parents and carers contributes effectively to children's progress in learning.

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

- organisation of the book corner so children have easier access to the wide range of books;
- further develop recording of adaptations and modifications of planned activities for children of different ages and abilities.

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

The pre-school has made very good progress since the last inspection.

Activity participation sheets are now regularly used by all staff to record participation of four year olds in language and literacy and mathematics. This ensures equality of access and opportunity of all children to take part in an activity. If the child does not want to take part in an activity this too is recorded, and the information transferred to the child's individual folder.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and motivated to learn. They work positively and enthusiastically to complete activities and show good levels of concentration for extended periods of time. They are encouraged towards personal independence and receive very good opportunities to select resources for themselves. Behaviour is very good and they observe the rules of sharing and turn taking.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently and listen well. Staff use everyday opportunities, such as the 'milk bar' and circle time, to extending children's language and understanding effectively. Many older children are able to write their own names with correct letter formation. They are beginning to link sounds and letters, and some children are able to use their phonetic knowledge to make simple words with magnetic letters. A wide range of books is available, but they are not easily accessible.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing good counting skills. Staff use planned and spontaneous chances well throughout the session to make early calculating fun. The children experience volume, quantity and problem solving through water play and activities such as 'pasta pouring' into containers of varying size. Their understanding of simple addition and subtraction is developed well using comparison of small bears of various colours and sizes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff plan challenging activities to enable children to explore and investigate their world. They find out how things work, assembling plumbing systems to discover how water flows through them in activities at their water tray. They experience how things grow, planting flowers and vegetables in the group's allotment. They use construction equipment to create their own designs and share their creations with others. Children are developing their knowledge of technology by using a computer and prog

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Fine manipulative skills are developed well as children display competence in cutting, threading and using pegboards. Staff provide opportunities for children to gain dexterity by working, under supervision, with a good range of real tools at work bench. Children are able to balance and co-ordinate their movements on a large climbing frame. They move with control and show good spatial awareness on wheeled vehicles.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have good opportunities to explore and experiment with a wide range of materials in free art and craft activities. Staff allow and support children to develop their own ideas and experiment freely with malleable materials, paints, and collage resources. Children enthusiastically express themselves and communicate ideas through extended role play scenarios and music sessions.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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 improve the following:
- organisation of the book corner so children have easier access to the wide selection of books available.
- further develop recording of adaptations and modifications of planned activities for children of different ages and abilities.

*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.*