



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 254187

DfES Number: 500595

INSPECTION DETAILS

Inspection Date	17/11/2004
Inspector Name	Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Nelson Pre-School
Setting Address	c/o Nelson First School Northumberland Street Norwich Norfolk NR2 4DR

REGISTERED PROVIDER DETAILS

Name	The Committee of Nelson Pre-School 1082767
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ORGANISATION DETAILS

Name	Nelson Pre-School
Address	C/O Nelson First School Northumberland Street Norwich Norfolk NR2 4DR

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

Nelson Pre-school is a committee run group, which was first registered in 1983. The group operate from a single storey building in the grounds of the Nelson First School, in a residential area of Norwich.

The facilities include three large playrooms, two toilet areas, an office and a fenced outside play area.

The pre-school opens five mornings (9:10 to 11:45) and five afternoons (12:40 to 15:10) per week during school term times.

The pre-school is registered to provide 40 places for children from two and a half to under five years and provides funded places for three- and four-year-olds. The majority of the children attending will move on to Nelson First School and the group liase with and visit the school.

There is a nominated person to support children with special needs and children with English as a second language.

The group currently employs nine staff that work various sessions, one of which is an administrator.

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

How effective is the nursery education?

Nelson Pre-school provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. The interaction of staff with children in the learning areas personal, social and emotional development and physical development is particularly good and children make very good progress in these areas.

The quality of teaching is generally good. Staff manage behaviour very well and provide good role models for politeness and caring. Staff have good relationships with children. They know each child well as an individual, which helps staff as they are beginning to implement a team approach to planning and very thorough assessment. The varied practical activities cater well for a range of children's needs, including help for children who need support with language development. Staff take all opportunities to teach directly, demonstrating sound knowledge of the Foundation Stage Curriculum although staff do not plan sufficient opportunities to challenge the learning of the older and more able children in all areas of learning. Consistently good use is made of the environment and displays to interest and stimulate the children.

Leadership and management of the pre-school are generally good. The committee give staff direct, practical support such as successful recruitment of new staff and fundraising. Members participate in day to day activities, well lead by the supervisor and the staff team. Relationships are forming but roles and responsibilities are already clearly defined.

The partnership with parents is generally good. Staff give parents a good deal of information about activities and what they intend children to learn. They give many examples of how well children are doing and encourage parents to contribute to the assessment of their children's progress. Parents see the pre-school as helpful, friendly and well run. Staff value parents working with them.

What is being done well?

- Staff form good relationships with all children and provide consistently enthusiastic, polite and friendly role models. As a result, children generally behave well and are stimulated to learn. Children understand what is expected of them and work well in small groups as well as on their own.
- Individual planning for children with additional and special needs is done very thoroughly. Staff take the information from parents into account to ensure children of all abilities take part and benefit from the activities.
- The planned programme of activities for physical development is particularly strong and staff use their knowledge very well to teach children new physical skills.

- Children have a rich programme of varied activities to explore and experiment with their knowledge and understanding of the world. They have the chance to observe goldfish and gerbils to learn about living things.

What needs to be improved?

- the range and variety of opportunities for children to extend their interest in writing
- the frequency of opportunities for children to develop their mathematical skills as far as they are able and opportunities for children to use mathematical language to explore and solve problems
- the use of real information technology equipment and the provision of play equipment to support children's understanding of the use of technological equipment

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Two key issues were specified. Progress on these issues has been made as the setting has generally improved planning across all the early learning goals.

The setting was asked to provide more opportunities for children to develop an awareness of number operations, such as addition and subtraction through regular use of number songs and rhymes. Clearly more opportunities are in place but planning is not in place for sufficient use of number songs and rhymes to promote and extend understanding of calculations.

The setting was also asked to ensure that all staff seek opportunities to be involved in the child initiated activities in order to further develop learning. Staff have made strides in this direction with some very good direct teaching. Staff spontaneously explain and expand on the knowledge and interests of the children in routine activities of the day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children benefit enormously from the good relationships between all adults and children, learning to behave well and show a polite and caring attitude. Children show enthusiasm for new activities and events and have the confidence to express their own feelings in discussions. Children show they can share and take turns as they work in groups. They are developing awareness of own needs and those of others as staff take time to explain and provide a range of experiences for the children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning vocabulary to think, describe and explore in the many planned practical activities. Children talk readily to each other and adults about their own families and pets. Children are interested in books and ask for stories that they like. They recognise print and can read their own names and some labels and link to initial sounds of names. There is interest in writing, particularly names, although there are not always opportunities for children to extend their writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to use ideas like comparison in very simple ways during all activities and routines such as snack time. Children count well up to nine and sing some number songs regularly. However, there are not always opportunities for the more able children to extend their counting, use of calculation, and use mathematics for problem solving. Children are learning well about patterns, and have many opportunities to learn about two and three dimensional shapes and size in practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a variety of excellent opportunities to study real animals and explore the lives of wild animals in a making-hedgehogs activity and water play. They benefit from the well planned role play doctor's surgery. Staff play with children and provide informative displays to increase their knowledge of different places and festivals and remember past events. The computer, television and tape player are not always in use. There are no programmable toys or play phones or calculators.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children easily learn skills through a well planned and directly taught programme for physical development. Children enthusiastically use wheeled toys and a trampoline with control and coordination. They enjoy moving confidently in the ball pool space. With appropriate help from staff, children use a variety of small equipment such as balls, tools and small toys with growing precision. Staff and children talk about healthy food and changes in their bodies as they play.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children benefit from a good variety of constructive and artistic activities provided for them to express their feelings. Children can use a range of paint and drawing materials creatively. They explore textures and materials well, using all their senses. Children are encouraged to play imaginatively, sing and use musical instruments. Although children have the chance to move around freely and join in active games there are not always opportunities to extend expression through movement to music.	

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

- plan a greater range of opportunities for children to explore writing
- provide more opportunities for children to practise counting and calculating and plan to develop the use of mathematical language in other activities and to solve problems
- use the computer and tape recorder regularly and provide more play information technology and technological equipment.

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.