



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY239381

DfES Number: 517390

INSPECTION DETAILS

Inspection Date 07/10/2004
Inspector Name Judith Margaret Reed

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Rainbow - St. Stephen's Nursery School
Setting Address The Cross
Church Road
Shottermill, Haslemere
Surrey
GU27 1NS

REGISTERED PROVIDER DETAILS

Name St. Stephen's Church

ORGANISATION DETAILS

Name St. Stephen's Church
Address The Cross
Church Road, Shottermill
Haslemere
Surrey
GU27 1NS

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

The Rainbow - St Stephen's Nursery School opened in 1997. It operates from two large rooms in St Stephen's church hall, Shottermill, Haselmere, Surrey. The nursery serves the local community.

There are currently 48 children, aged from 2 to 4 years, on roll. This includes 32 funded 3 year olds and no funded 4 years olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and those who speak English as an additional language.

The nursery opens five days a week during term times. Session times are from 09.15 - 15.15 Monday, Wednesday, Thursday and Friday and 09.15 - 12.00 on Tuesdays.

Thirteen members of staff work with the children. Over half the staff have a recognised early years qualification to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support 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 Rainbow St Stephen's Nursery school provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a good understanding of the early learning goals and provide a stimulating environment and well planned activities, making good use of resources. Staff have good knowledge of the individual children and praise and encourage them increasing confidence and self esteem. They are effective in supporting children who are less confident and also challenge the more able, by open ended questioning encouraging them to think and contribute their own ideas. Many learning opportunities are provided throughout the daily routine such as at snack time and tidy up time.

Leadership and management is generally good. Staff work well as a team and clear communication allows them to provide a stimulating well balanced programme. Management actively encourage staff to undertake relevant training. Staff check planning to ensure that all areas and early learning goals are covered within the long term plans, but current planning is under review as it is currently unwieldy. Evaluation is infrequent and it is difficult to ensure consistency of quality.

Partnership with parents is very good and parents receive good quality information about the setting. They are clearly informed about the learning programme through weekly handouts and the regular newsletter. Parents are invited to contribute ideas and materials to enhance their children's learning experience. Useful ongoing information is provided for parents about children's progress through written reports and informal sharing.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, have established good relationships and play an active part in their learning.
- Staff create a well planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Themed activities support children's knowledge and understanding of the world and creative development.
- Staff question children effectively, encouraging them to think and contribute their own ideas.
- Parents are actively involved in their child's learning and opportunities are provided for them to share information and extend their learning in their home.

- Physical play is enhanced by the challenging and exciting outdoor play equipment.

What needs to be improved?

- overall evaluation of sessions to ensure consistency of quality provision
- current planning and paperwork to reduce the burden of work

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Parents receive regular individual assessments for their own children, and staff record individual achievements in the children's own file and record sheets.

The display of books is accessible and well used during the sessions. Children use books at all times, and particularly before snack time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with adults and other children in the nursery. They learn to co operate and work together, for example sharing resources in the role play area and in construction activities. Behaviour is good. Children are actively involved in their learning. They are confident, work well independently, take initiative and show high levels of concentration, particularly during self chosen activities of creative work and imaginative play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books and listen carefully to stories which staff enhance by using puppets and props. Most children are effective communicators. They learn to negotiate and express feelings and thoughts through such activities as role play and during group times. Children frequently attempt writing during role play and recognise everyday situations when writing is used. They learn to recognise and write letters during both informal and formal activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, and are beginning to represent numbers in a variety of ways. They learn about addition and subtraction through a range of activities including snack time and construction. Most are confident in recognising and using numbers 1-9 in a familiar context. Children learn about size, shape and using appropriate maths language through practical, worthwhile activities linked with the early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate through the range of activities and resources provided. Conversations between staff and children, and photographs of previous events encourage children to discuss past and present events in their lives. Children demonstrate excellent cutting and joining skills. They use appropriate materials and tools competently, for example when making model houses from old boxes and card.

PHYSICAL DEVELOPMENT

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

Children demonstrate a good sense of space and move confidently during physical activities. An attractive and innovative range of large physical play equipment provides challenging opportunities for climbing, sliding, balancing, digging, sweeping and hiding. Children learn about the importance of a healthy lifestyle through well planned, themed activities such as healthy eating and my body. Children use a number of tools such as paint brushes, pencils, glue sticks, and scissors with control.

CREATIVE DEVELOPMENT

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

Children benefit from a range of innovative themes to extend their creativity in role play and painting activities, as well as their knowledge and understanding of the world. They enjoy participating in singing sessions and regularly explore sound and musical instruments. Children respond with all their senses to many experiences such as tasting and smelling food, touching a range of contrasting textures such as play dough, sand, and gravel, as well as listening and moving to music.

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:
- continue review of current planning paperwork.
- evaluation of sessions to ensure consistency of quality.

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.