



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 511586

DfES Number: 518150

### INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Charlotte Jenkin

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Covingham Kingfisher Pre School
Setting Address	St Pauls Church Centre Lovell Close, Covingham Swindon Wiltshire SN3 5EJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Covingham Kingfisher Pre-School Committee
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### ORGANISATION DETAILS

Name	Covingham Kingfisher Pre-School Committee
Address	Lovell Close Swindon Wiltshire SN3 5BT

## 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

Covingham Kingfisher Pre-school opened in 1996 in its present name, having been Dorcan playgroup since 1971. It operates from four rooms in St Paul's Church Centre, Covingham. The setting serves a wide area. There are three play rooms and the group has the use of an outdoor area and a large indoor hall for physical play.

There are currently 53 children from two to eight years on roll. This includes 11 funded three-year olds and 13 funded four-year olds. Children attend for a variety of sessions. The pre-school also provides a Breakfast Club for children five to eight years old. The group supports children with special needs.

The group opens five days a week during term time. Sessions are from 0800 to 1500.

Eight full and part time staff work with the children. Seven have early years qualifications. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

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

### How effective is the nursery education?

Covingham Kingfisher pre-school is an acceptable provision and is of high quality. Children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good knowledge of the early learning goals and this is reflected in their strong questioning skills, which engage children's interest and make them think. Children are set very good challenges, both through structured, free play and daily routines. Plans have clear learning outcomes for first learners, older children and extension ideas for quick learners, detail grouping of children and staff know exactly what children are expected to learn. Staff are excellent role models for children, treat one another and the children with respect, creating a pleasant learning environment where children are engaged in purposeful play.

Leadership and management is very good. The three managers and staff communicate well, share responsibilities and work closely as a team, supporting and guiding one another. Staff appraisals are used effectively to identify training and development needs and staff evaluate the pre-school provision annually through parents questionnaires and make adjustments accordingly. Staff demonstrate a commitment to the continual improvement of nursery provision through attending courses and implementing new ideas into the setting. Evaluations of activities are clear in identifying those that are successful, but do not state whether children achieved the learning outcomes.

Partnership with parents is very good. Parents receive detailed, good quality information regarding the group policies, routines and curriculum. They are kept up to date with the current theme for learning. Parents receive detailed termly reports on how their child is progressing in each area of learning, and have formal and informal meetings to discuss their child's progress in detail. Parents comment on their child's progress through reports and home/school link books.

### What is being done well?

- Children make attachments and relate well to members of the group and play co-operatively together. They show a sense of belonging in the pre-school and are extremely familiar with the routines of the group.
- Children listen to stories with props in small groups, with increasing attention and recall. They anticipate what is going to happen next with enthusiasm, and are involved in making up stories. They then make up their own stories, using the props, in front of their peers with confidence.
- Children freely express themselves through drawing, collage and painting activities. They select from a variety of resources to communicate their ideas

well, through representation, and talk in detail about what they are trying to do.

- Staff prepare older children very well for the transition to school, through liaising closely with the reception teacher, accompanying children to visit their new class, supporting dressing skills for PE sessions and using the same phonic system as the school. Children therefore, settle very quickly into the reception class.
- Parents share good information with staff regarding their child's progress. Older children take home reading books and activities to do with their parents and they are given guidance on how to complete activities and read with their child. Parents feedback on their progress and staff use this information to inform their future learning.

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

- evaluations of activities to determine whether children achieved the learning outcomes of activities.

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

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

At the last inspection the group agreed to continue their good work and further develop their assessments of children's progress to ensure all six areas of learning are given equal attention.

Staff observe children and link these to the stepping stones for children's progress. Tick sheets are used alongside observations, to monitor and ensure all areas of learning are covered, therefore gaps in assessments can be picked up quickly and activities put in place to assess their learning in these areas. Staff use various techniques to observe children, tracking their participation in activities, observing play with peers as well as assessing their progress in structured activities. Clear future learning intentions are put in place and used to inform future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show increasing confidence in selecting and carrying out activities and persist for extended periods at activities of their choosing. They initiate interactions with unfamiliar, familiar adults and peers, and talk freely about their own experiences. Children show concern for living things, help tidy up and more able children take turns well. Children demonstrate a sense of pride in their achievements and show staff their creations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen to stories with enjoyment and join in with repeated refrains. They initiate conversations and take account of what others say, and use language to recreate experiences when talking, re-telling and making up stories. Children select books and handle them correctly, and make their own books based on stories they have read, suggesting their own ideas for the ending. Children draw and give meaning to marks and more able children are encouraged to use writing to label their work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show interest in numbers and counting and more able children count objects with confidence, and recognise numerals 0-9 out of sequence. More able children begin to use their mathematical awareness to solve simple problems, when seeing how many objects fit into a box. Children request singing number rhymes and more able children compare numbers. Children use mathematical language to describe weight, quantity and size, observe shape and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate a good variety of textures and use their senses appropriately when smelling herbs and feeling slime. They examine living things, show an awareness of change and observe this when growing plants and herbs. More able children construct with a purpose in mind using various resources, and select tools to join materials together. Children operate simple equipment and computer programmes with confidence, and develop a sense of time. Children gain awareness of the natural world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show an awareness of themselves and others when moving confidently around. They manage their bodies to create intended movements and combine and repeat movements during action rhymes. They climb through tunnels and jump off objects, landing appropriately. Children operate equipment by means of pulling and pushing them, and show increasing control throwing, catching and kicking balls. Children use writing implements and various tools with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore a good variety of textures, painting techniques and experiment with mixing colours and create different textures. More able children begin to use representation to communicate their ideas through painting, collage, drawing and junk modelling and describe what they are trying to do. Children join in favourite songs and ring games, explore sounds musical instruments make and move in response to music. Children engage in role play, play co-operatively and make up stories.

**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, however consideration should be given to improving the following:
- further develop the evaluation system, to determine whether children achieved the learning outcomes of activities.

*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.*