



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127198

DfES Number: 581802

INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Margaret Travers

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Freshfields Pre-School
Setting Address	Sandwich Road Whitfield Dover Kent CT16 3LY

REGISTERED PROVIDER DETAILS

Name	Mrs Gillian Anne Jarvie
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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

Freshfields Pre-school opened in 1999. It operates from the village hall in Whitfield near Dover, Kent. The pre-school has access to a hall toilet and an outside area. The pre-school serves the local area and surrounding villages.

There are currently 52 children on roll. This includes 14 four-year-old children and 26 three-year-old children who are in receipt of nursery education funding.

Children attend a variety of sessions each week. The pre-school has experience caring for children with special needs and children speaking English as an additional language.

The pre-school opens five days a week, term time only. Sessions last from 09.00 to 12.00, Monday to Friday and Tuesdays and Wednesdays afternoons from 12.30 to 15.00.

Six staff work with the children, five of whom hold an early years qualification and have attended short courses. The group receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

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

How effective is the nursery education?

Freshfields Pre-School provides high-quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff work very well as a team. They plan an effective and interesting programme of activities which ensures children enjoy their learning. Children are confident, independent learners. Staff use a good balance of practical activities and interactive teacher-led sessions to enable children to make very good progress. Children can choose from a wide range of activities on offer each day, and staff have an effective keyworker system to identify target areas for development. Staff monitor and assess children well, and make spontaneous and planned observations. Children with special educational needs progress well due to effective adult support. Afternoon sessions are used very effectively to extend learning for older children. The good quality learning resources are rotated often to ensure they consistently encourage and stimulate learning.

The leadership and management of the pre-school are very good. The long-term aims and development plan are effectively implemented and the provision is monitored very well by the manager. Staff are appraised and encouraged to consistently attend in-house and external training workshops to extend their skills even further. The team are committed to maintaining the high standards of education and care by working towards the Kent kitemark accreditation award.

The partnership with parents and carers is very good. Parents are encouraged to become involved in their children's learning by, for example, taking in family photographs and exchanging a home/school contact book which outlines activities, targets, and observations by staff. Parents receive newsletters and well produced information about the curriculum and early learning goals. Comprehensive plans are displayed on the noticeboard.

What is being done well?

- Children are encouraged to enjoy their learning through a wide range of practical activities and effective teacher-led sessions, both inside and outside in the garden area.
- Children are developing an enthusiastic approach to learning and show good confidence and self esteem. They are developing good language skills and enjoy a range of creative opportunities in which they express their ideas.
- Staff plan well through an interesting range of topics and supporting activities covering all areas of learning. They assess effectively and observe children well to inform future planning.
- The partnership with parents is effective and parents have good opportunities to discuss their children daily with staff.

- Staff know the children well and an effective keyworker system ensures all children receive one to one support and encouragement.

What needs to be improved?

- the continuity of the good support given for staff development and training, especially for less experienced staff, in order to maintain the high quality provision.

What has improved since the last inspection?

The improvement since the last inspection has been very good.

During the last inspection in February 2001 the pre-school were required to address one point for consideration. They have now updated the prospectus to include the six areas of learning and give useful information about the curriculum and how learning is achieved. Parents and carers are now well informed about the curriculum and how they can be involved in their children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and developing a positive attitude towards learning. They are encouraged to choose from a wide and attractive range of activities on offer each day, and take part in activities such as making their family tree and printing with their hands and feet. Children show good confidence and their self esteem is fostered well through praise and encouragement. Good relationships exist; behaviour is good, and children are encouraged to consider and respect all others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to develop good language skills and new vocabulary. They express their thoughts during role play in the 'baby clinic' when bathing and weighing babies and during their play with small world toys. Children are recognising letter sounds and their names well, and this is extended during afternoon sessions as children trace and write their names. Children practise writing during play, and when using a chalk board and writing table. They enjoy books and story sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children take part in a wide range of practical and meaningful activities to learn to count, sort, match and problem solve. They discuss the weight of babies and are learning language such as more and less, heavy and light. Children are encouraged to problem solve by finding out how many more bricks they need, as well as through fun number rhymes and songs. Children recognise shapes and patterns, and learning is extended well for older children during afternoon sessions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a rich stimulating variety of interesting activities which encourage exploration and investigation. They plant seeds and bulbs, make soup, fruit salad and rice dishes during Japanese topics. They occasionally receive visitors such as police and fire-fighters. Children take walks in the local village to feed the birds, collect leaves and visit the post office. They make family trees using photos from home, and discuss past and present events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use an outside grassed area and indoor hall to ride bikes, climb and balance and play ball. They take part in music and movement sessions in which they are developing good stamina, strength and coordination. Children learn about their bodies and what makes them healthy. They use beads, laces, puzzles and scissors to develop good dexterity and manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have daily opportunities to explore colours and textures through free painting, bubble blowing, welly boot printing and collage. They use chalks on large paper and a variety of role play areas during the term such as a café, library, and bear's cave. Children respond well during these activities and are developing good imaginations. They sing songs and play musical instruments regularly.	
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:

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- the continuity of the good support for staff development and training especially for less experienced staff in order to maintain the high quality provision.

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.