



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143513

DfES Number: 512736

INSPECTION DETAILS

Inspection Date 04/10/2004
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peacock Pre-School
Setting Address 15 Birkdale Avenue
Drayton
Portsmouth
Hampshire
PO6 1EY

REGISTERED PROVIDER DETAILS

Name Naval under Fives 1036832

ORGANISATION DETAILS

Name Naval under Fives
Address 8 Shackleton Road
Gosport
Hampshire
PO13 9SG

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

Peacock Pre-School has been registered since the mid 70's and is situated in a Naval property in a residential area of Drayton which is on the outskirts of Portsmouth in Hampshire. The pre-school is part of the Naval Under Fives organisation and serves children from a wide geographical area. The accommodation consists of three rooms which are used for various activities and they have access to their own fully secure outdoor play area.

It is the group's policy to accept children from the age of two years nine months. The pre-school at the time of inspection has 15 children on the role of these 13 are 3 year olds who are in receipt of government nursery education funding. Systems are in place for supporting children with special educational needs and those who may have English as an additional language.

Children attend on a sessional basis, term time only. The pre-school is open every weekday morning from 09.15 until 11.45 and every afternoon with the exception of Wednesday from 12.15 until 14.45. The pre-school employ four members of staff all of whom work with the funded nursery education children. Most staff are qualified to NVQ level 2 or 3. 1 member of staff is working towards achieving an NVQ level 2. The pre-school receive support visits from personnel within 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 provision for nursery education at Peacock pre-school is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of their development.

The quality of teaching is very good. Staff have a very sound knowledge and understanding of the early learning goals of the Foundation Stage. They plan a wide range of activities and understand what children learn from them. Staff are adept at recognising children's differing abilities and interests. They differentiate activities to ensure all children's individual learning needs are met, supported and extended. Staff effectively use daily routines and discussion to support children's learning and development. They maintain clear records of children's progress and use these to plan their next steps in learning. Staff's management of children's behaviour is very good.

The leadership and management of the pre-school is very good. A very experienced supervisor is responsible for the day to day management of the pre-school. The supervisor and staff are committed to the continued improvement of learning experiences for the children. They monitor and evaluate the provision and activities to ensure the needs of all children are continually met and a high standard of nursery education is provided and maintained. All staff regularly attend in service training to update their existing knowledge and skills.

The partnership with parents is very good. Parents receive information about their child's nursery education, via a welcome pack, regular newsletters and displays on a notice board. They receive information of the activities their children will be doing to support a topic or theme they are studying, but are given little information of the expected learning children gain from such activities. Parents are welcomed to view their child's folders and to discuss their child's progress with staff.

What is being done well?

- Staff use their knowledge and expertise to support and extend children's learning experiences. They plan a wide range of exciting, interesting and stimulating activities for children. They understand how children learn and use some very good teaching strategies to support and help children make progress in all areas of their learning and development. Children have opportunities to develop their knowledge and understanding through activities which are based both indoors and outdoors. Children's interests are sustained and they are motivated to learn through their play.
- Staff's management of children's behaviour is very good. They set clear boundaries, act as good role models, and encourage children to have an awareness of their own behaviour. Children are encouraged to treat each other and adults with respect. Children's behaviour is good.

- The leadership and management of the provision is very good. The supervisor is very knowledgeable and dynamic. She has a clear vision of the standard of education children should receive and has high expectations of all staff. Staff work very well together as a team and they enthusiastically join in with the children's play. The provision is regularly monitored and evaluated, which ensures the nursery education provided remains effective and meets and supports the individual learning and development needs of all children.
- Parents receive very good information regarding their children's progress. Parents are able to view their child's progress records at anytime in the pre-school or they can take them home to read if they wish so all members of the family are able to see and celebrate their child's achievements and progress. Children's progress records are excellently presented to include samples of their work, photographs and a copy of the areas of learning and the stepping stones their children are working through.

What needs to be improved?

- The information parents receive about the activities children engage in to support the topics they are studying.

What has improved since the last inspection?

The very good progress made by the pre-school in addressing the key issues raised at their last inspection has had a significant impact on the progress children are making in all areas of their learning and development.

Staff have developed the planning of activities. Plans now clearly show the area of learning to which they relate to and the intended learning children are expected to gain from them. Staff plan activities based on the needs of all children. The intended learning children are expected to gain from them is differentiated and clearly written on the plans. This ensures all individual children needs are met and they are given appropriate support which helps them make progress in all areas of their learning and development.

The supervisor and a member of staff have attended training to raise their awareness and understanding of the Department for Education and Employment (DFEE) 1994 Code of Practice. They are known as the pre-schools Special Educational Needs Co-ordinators. (SENCO) The information they have gained through training has been disseminated to all staff. Although no children identified as having a Special Educational Need are attending the pre-school at the present time all staff are able to demonstrate their knowledge of the procedures and systems the pre-school has in place. They are aware of how to assess children which ensures any Special Educational Need or additional need a child may have is identified and acted upon in accordance with the DFEE 1994 Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come into pre-school happy and confident. They relate well to staff and are making friendships with other children. Children are able to be independent in selecting and carrying out activities, resources are low level and accessible. They are able to make their own choices of activities they engage in and persist for extended periods of a time at activities of their choosing. Children are taught to have an awareness and understanding of the behavioural expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children respond well to simple instructions. They confidently talk to staff who encourage them to talk about what they are doing. Children enjoy listening to and joining in with stories. They are beginning to listen to sounds distinguishing one sound from another. Children are beginning to recognise some familiar words by associating illustrations to print they see in the environment. They practice their emergent writing skills for example when they write their own shopping lists.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good support to help develop their understanding of numbers and calculating. They show an interest in numbers and practice their counting skills through everyday routines and activities. Children are beginning to compare how many objects they have and to say what it is they need to do to have the right amount. They talk about shapes and discuss similarities. Children are beginning to use language to compare size and weight for example little, big, heavy and light.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and interest as they explore and investigate objects to find out how they work. They have opportunities to learn about their environment and the world in which they live. They are taken on walks around the local area and to the park. They discuss the changes that occur throughout the seasons. They gain an awareness of their own culture and beliefs and those of other people through topics they study.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and freely around the pre-school. They carefully negotiate objects and find an appropriate pathway when moving from room to room. Children have opportunities to use a range of both large and small equipment for example soft play items, a ball pool, swing, climbing equipment and trampoline. Children show an awareness of the healthy practices required for eating and hygiene. They use one handed tools and equipment and are developing an awareness of how to use them safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are beginning to differentiate colours. They use a range of textures, materials and resources to express their own ideas when making collages, paintings and drawings. They enjoy playing musical instruments and are learning how sounds can be changed for example during song time they sing and play "twinkle twinkle little star" quietly and "I hear thunder" loudly. Children enjoy engaging in imaginative play based on their own first-hand experiences for example hospitals, shops and picnics.

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 the following;
- Further enhance the information given to parents about the activities children are engaging in to support the topics they are studying. Include the expected learning children will gain through such activities so parents can become involved with their children's learning at home if they wish.

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.