



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 257911

DfES Number: 501340

INSPECTION DETAILS

| | |
|-----------------|-----------------------|
| Inspection Date | 08/06/2004 |
| Inspector Name | Pauline Margaret Todd |

SETTING DETAILS

| | |
|-----------------|--|
| Day Care Type | Sessional Day Care |
| Setting Name | Little Snoring Pre-School, |
| Setting Address | The Playing Field Stevens Road, Little Snoring Fakenham Norfolk NR21 0GZ |

REGISTERED PROVIDER DETAILS

| | |
|------|--|
| Name | The Committee of Little Snoring Pre-School |
|------|--|

ORGANISATION DETAILS

| | |
|---------|--|
| Name | Little Snoring Pre-School |
| Address | The Playing Field Stevens Road, Little Snoring Fakenham Norfolk NR21 0GZ |

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

Little Snoring Pre-school is an established voluntary group with charitable status. It operates from a mobile building sited on the playing field in the middle of the village of Little Snoring close to the town of Fakenham. It serves the local area.

There are currently 17 children from two to five years on roll. This includes 7 funded three year-olds and 6 funded four year-olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00 until 12.00 and a "stepping-up" session for the older children is held on Tuesday afternoons between 13.00 and 15.00 during the Summer Term.

Three part and full time staff work with the children. One member of staff has an early years qualification to NVQ 3 and one member of staff is currently working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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 Little Snoring Pre-school is acceptable and is of good quality overall. Children are making very good progress towards the early learning goals in their personal, social and emotional, mathematical and physical development and generally good progress in their other areas of learning.

The quality of teaching is generally good. The staff have reasonable knowledge of the stepping stones and early learning goals and exploit learning opportunities as they arise through everyday play situations and routines. The efforts of all children are valued and encouraged. The planning is good and covers all areas of learning. However, the children do not have sufficient opportunities to use their imagination in art and design and the planning does not focus on all aspects of communication language and literacy. The staff observe the children and the information contributes to their assessment programme which has just been introduced to identify children's learning needs. The accommodation is suitable and the group is adequately resourced.

The leadership and management of the pre-school is generally good. The chairperson and the supervisor are organised and work very hard to provide satisfactory leadership for the group. Regular meetings are held. They work together well to evaluate their service and show a commitment to develop and improve their educational provision.

The partnership with parents is generally good and positive relationships with staff promote children's learning and support families effectively. The displays and notices help to keep parents informed about the provision and the early learning goals. The parents are encouraged to be actively involved in their child's pre-school life. They help at sessions and bring in useful items for projects.

What is being done well?

- The staff make very good use of calculation in everyday routines and activities. e.g. chairs and cups for snack time, cushions for story time.
- Children's personal, social, and emotional development is very good. The children are confident, interested, and able to work co-operatively in small groups. They are happy and well settled.
- Children's physical skills are promoted effectively through a stimulating range of activities including the use of large and small equipment. They demonstrate increasing control and co-ordination and good spatial awareness when using their bodies and energy outside.
- The staff have formed good relationships with the children. They intervene sensitively to extend their learning and ask questions that encourage children to think.

| |
|--|
| What needs to be improved? |
| <ul style="list-style-type: none">● the opportunities for children to express themselves freely through art, craft, drawing and collage.● the linking of sounds and letters and the further exploring of words to promote children's communication, language and literacy skills. |

| |
|---|
| What has improved since the last inspection? |
| The group has made generally good progress since the last inspection and have addressed the key issues. They provide opportunities for children to explore for themselves natural and made objects and to develop their writing skills. |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident to select the activities they wish to undertake and persist with those that take their interest. e.g. boat making, puzzles. They are helpful and co-operative and starting to form good relationships with each other and adults. They understand right from wrong. They show independence in their personal care, are well settled, sit quietly, listen to stories and join in well with singing songs. They display pleasure and excitement when playing outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate and listen to each other well. They respond to instructions. They hold conversations with their friends and use language with imaginative play e.g. cooking in the seaside cafe. They handle books and show an interest in the illustrations. The children recognise their names. Opportunities to link sounds to letters and explore words are limited. Children enjoy mark making with a variety of implements and the more able children can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to ten well and are beginning to recognise numerals. They show an understanding of mathematical language and sing number rhymes. There is very good use made of simple calculation through everyday practical activities and routines. A wide range of boxed games, jigsaws and practical resources is used well to promote children's understanding of mathematical ideas such as making patterns and matching. The properties of shape are discussed with the children as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Good use of topics has enabled the children to gain an understanding of their environment and the wider world. The children are able to explore natural play materials such as sand and water and enjoy investigating floating and sinking. They grow plants, follow the life cycle of an egg and tadpoles. Discussions help children learn about past and present events, relate things about their own families, remember things done in the past and to consider likes and dislikes.

PHYSICAL DEVELOPMENT

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

Staff plan for physical play to ensure it is varied indoors and outside. The children demonstrate good control, co-ordination, and spatial awareness when playing games, using equipment and when running outside. Confident and safe use of large challenging climbing apparatus is displayed. Good opportunities for children to practice and develop their manipulative skills through use of scissors, pencils, spatulas. The children recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children have good opportunities to use their imagination in role play e.g. beach cafe activity and small world toys. However, there are limited opportunities for them to use their imagination in art and design. They explore a range of textures e.g. pink and white playdough to mix together, moulding soap flakes. Children develop their musical awareness through singing and playing musical instruments. Children respond to what they see, hear, smell, touch and taste. Good use of 3D in displays.

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

- Provide further opportunities for children to express themselves freely through art, craft, drawing and collages.
- Develop planning to include the linking of sounds and letters and the further exploring of words to promote children's communication, language and literacy skills.

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.