



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127110

DfES Number: 520431

### INSPECTION DETAILS

Inspection Date	24/05/2004
Inspector Name	Susan Jennifer Scott

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Church House Pre-School
Setting Address	Rickards Hall, Church House High Street Edenbridge Kent TN8 5AR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Church House Pre-school 1036858
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### ORGANISATION DETAILS

Name	Church House Pre-school
Address	13 Waterlakes Edenbridge Kent TN8 5BX

## 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

Church House Pre-School, opened in 1963. It operates from Rickards Hall which is in the centre of Edenbridge. The accommodation used consists of one main room on the ground floor with access to three toilets and wash basins and a kitchen. Stairs lead to one smaller room on the first floor. There is also access to a good size secure garden. The Pre-School is located in the rural town of Edenbridge, and serves the local area.

There are currently 37 children from two and a half to five years on roll. This includes 13 funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, although none speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15 am to 12 noon.

Eight members of staff and one voluntary helper support the care of the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The group is a member of the Pre-School Learning Alliance and is run by an independent charity, governed by an elected committee of parents, staff representatives and other interested people. The setting receives support from a teacher 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?

Provision at Church House Pre-School is acceptable and of good quality. Children make generally good progress in some areas of learning and very good progress in Mathematical and Creative development and in Knowledge and Understanding of the World. Children are confident and successful learners who enjoy learning and use resources and the activities with enthusiasm and imagination.

The quality of teaching is generally good: activities are well planned and managed. Staff are patient and calm, encouraging children to be independent and make choices. They have a very good understanding of how children learn and made activities fun, enthusing the children through good questioning and interesting discussions. They provide good, clear instructions and are good role models. The activities support children's learning effectively, enabling their development and progress. The observations and assessments are informative and evaluated against the stepping stones and early learning goals. Assessment of children is thorough particularly for children with special educational needs. Planning is flexible and well informed by what children can do and how they need to progress.

Leadership and management is very good, with particular strengths in the way in which staff use their knowledge, skills and training to provide a variety of expertise and support for the children. The pre-school are developing procedures to monitor the quality of provision through observations and assessments.

Partnership with parents is very good: parents expressed their satisfaction with the service and the progress their children make in the group. Staff share their records on the children's development and provide frequent verbal feedback; there are regular opportunities to ensure parents contribute to and receive information from the key workers. Parents are successfully encouraged to take an active part in their children's learning, and to participate in the management committee.

### What is being done well?

- Children's records contain very good observations and assessments which reveal a good understanding of their developmental stages and enable staff to effectively plan for the next steps in their learning;
- Opportunities for self selection are effectively incorporated into the everyday routine to increase children's independence;
- Children experience excellent opportunities to build on their understanding and knowledge of the community, the wider world and to explore and investigate ideas and materials;
- Partnerships with parents are excellent, a good variety of reliable and helpful information is shared to provide support for children's learning at home.

**What needs to be improved?**

- The organisation of whole group times, so that children do not become distracted and restless while waiting during activities or routines;
- The promotion of books so that children are encouraged to read, browse and use these for reference material;
- Planning for the use of outdoors so that opportunities to extend and reinforce children's learning are systematic and shared by all staff.

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

At the last inspection for funded education there were two key issue. These have been achieved:

Focus staff training and development to: a) enable all staff to gain a more secure knowledge of the desirable learning outcomes; b) continue to develop the knowledge of how to teach children to associate sounds with patterns in rhymes, with syllables, and with words and letters.

Staff have received training in the Foundation Stage Curriculum and are confident in their ability to teach children the sound patterns in rhymes, syllables and words and letters. They provide children with good opportunities to develop their use of rhyme, sound and written language, through a variety of planned activities. The introduction of a letter each week, and reinforcement of other, relevant letters and sounds has enabled children to learn effectively.

Continue to develop the system for recording assessment of children's progress by including a system for keeping more regular notes of children's achievements and response to activities. Plan ways in which all parents will be able to read and discuss their child's assessment records.

The Pre-school have developed very good systems for recording and assessing children's development and progress: each day there is a planned activity that staff deliver and they observe and make notes of the children's development while doing the activity; this is then recorded in the key work notes and used to plan for the next steps in learning and to feedback to parents. These are referenced to the stepping stones and early learning goals.

Each week all parents receive detailed verbal feedback on the development of their child and suggestions to enhance progress in other ways at home from the key worker. Parents also receive a progress report each term.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are encouraged to be independent and to take care of their personal needs, such as dressing themselves for PE sessions and tidying up. They enjoy learning and are keen to contribute their ideas, although the opportunities to do so are occasionally limited by waiting between activities. Children behave very well; they learn to share and take turns and to be considerate to others. Their confidence and self-esteem are built up by staff who are sensitive to their needs and know them well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are successfully encouraged to recognise their first names and many are able to write these correctly with well formed letters. Activities such as role play include opportunities to write for different purposes and children learn to understand signs through the use of Makaton during routines. Children use language with confidence and enjoyment: they listen to stories and enjoy discussions with staff, though their opportunities to use books is limited by the way that these are displayed.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children learn about concepts such as heavy and light, more and less through planned activities and routines. Their ability to solve problems is developed through the use of routines when they are encouraged to add or subtract "one more / less. They benefit from good individual support to help them count and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced as they take part in practical tasks such as cooking, or counting during action rhymes and songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The local environment is used well to stimulate children's interest in the natural world and features of the locality. They observe the weather and discuss seasonal events and changes. Planned activities help them notice changes that occur, for example the life cycles of butterflies. Children make models from construction sets and are adept at using craft material to record their experiences on a nature walk. Children enjoy a variety of multi-cultural events which develop their understanding.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are able to explore and be challenged by manoeuvring bikes, scooters and tricycles and using the swing, see saw, and climbing frame outdoors. However, the opportunities to extend learning in the outdoor environment are unplanned. Staff provide indoor sessions to encourage children to use the large and small play equipment imaginatively and move confidently so that they explore and develop their skills. A good variety of activities successfully encourages fine motor skill development.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have excellent opportunities for exploration, through the provision of varied materials to use in craft activities: they experiment with paint, tissue, foil and drawing and enjoy playing with the sand, dough and water. They experience imaginative role play activities which extends their play with their peers successfully. They participate enthusiastically in music sessions, singing simple rhymes and action songs which are linked to the theme.

**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**

- organise whole group times so that children do not become distracted and restless while waiting for activities or routines;
- promote the use of books so that children are encouraged to read, browse and use these for reference material;
- plan for the use of outdoors so that opportunities to extend and reinforce children's learning are systematic and shared by all staff.

*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.*