



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY255946

DfES Number: 545312

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Mary Dingley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Roche Pebbles Day Care
Setting Address Fore Street
Roche
St. Austell
Cornwall
PL26 8EP

REGISTERED PROVIDER DETAILS

Name The Committee of Roche Learning Village Partnership

ORGANISATION DETAILS

Name Roche Learning Village Partnership
Address The Old Rectory, Fore Street
Roche
St. Austell
Cornwall
PL26 8EP

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

Roche Pebbles was registered to provide day care in 2003. It is situated in Roche approximately six minutes from St Austell and two miles from the A30. The setting is open Monday to Friday from 08.00 until 18.00, 50 weeks a year.

The setting offers full day care for children aged from two to four years.

Currently 32 children attend the setting throughout the week. The catchment area is approximately within a four to five mile radius of the setting.

Children attend for a variety of sessions. There are currently 16 three year old children receiving funded nursery education and one four year child.

Five staff work with the children and qualifications gained are NVQ level3, BTech and Montessori.

Staff receive support from the advisory teacher from Cornwall 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?

Roche Pebbles provides nursery education that is acceptable and of good quality. Children are making generally good progress overall, but very good progress in personal, social and emotional development and communication, language and literacy.

Teaching is generally good. The leader has undergone appropriate training. A good, well laid out balance of activities offers children choice of free play and some adult directed play. This provides a stimulating environment and promotes children's independence. However, older children are not always sufficiently challenged to extend their knowledge. Planning covers all areas of the early learning goals and shows what children are expected to learn. Staff have a generally good understanding of what children should gain from an activity. Staff spend time with children supporting and guiding them in their play, and know when to leave them to play on their own. Assessments are not fully used. The observational charts used are not then linked to planning. Children's behaviour is good. Staff offer them constant praise for their achievements.

The leadership and management are generally good. Staff work well as a team being aware of their roles and responsibilities. Staff meetings are held regularly and some are minuted. These are used to monitor the provision and make changes. Staff appraisals are undertaken to identify staffs' professional development. However, appraisals on the leader have not been carried out. This may affect the efficiency in which she carries out the process with staff. The leader is aware of improvements to be made especially around planning and assessments.

Partnership with parents is very good. Good information is available through newsletters, prospectus and notice boards. Parents report they feel part of the setting and their knowledge about their own child is valued. Children bring items of interest in from home to discuss. This provides a valuable link for children.

What is being done well?

- Children have opportunities to play with a good and well laid out balance of activities, promoting their development in all areas. They have a choice of adult led or self chosen activities. This assists in promoting their independence.
- Children's behaviour is good. Staff provide constant praise, encouragement and support during their play. This helps promote their self esteem and confidence.
- Children develop good language skills and enjoy books.
- The partnership with parents is very good. Good information is available to them about the setting. They are encouraged to be involved in their children's

learning through open sessions and discussions. Parents feel valued for what they know about their child.

What needs to be improved?

- the attention given to the assessment process to ensure all are in place and they are used to inform planning
- staffs' use of positional and mathematical language in order to promote children's use of it and their understanding
- the challenges offered to more able children in order to extend their knowledge.

What has improved since the last inspection?

Not applicable. This is the setting's first inspection since being in receipt of funding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are happy and confident within the setting. Some children have very good concentration spans especially with self chosen activities. All children play well together and some have formed friendships. Posters and resources reflecting different cultures and beliefs provide children with an insight into this area.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children are able to listen and carry out simple instructions. They are all able for example, to clap in time with music when asked. Some older children have good hand-eye co-ordination and are showing beginning writing skills. Most children are able to recognise their own written first name. All children enjoy independent 'reading' and hold books correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children are able to count by rote and enjoy counting rhymes, although some cannot recognise a number out of sequence. Some children are able to compare different groups of objects and name the similarities. Most children can recognise the basic shapes and some are aware of ones like a heart. Children and staff use limited positional and mathematical language. Little spontaneous name or number language is used by children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Displays and posters around the setting indicate children are learning about their local environment. Some children are able to make a pretend rocket and then know how to launch it. For example counting to 'blast off'. Some children are aware that a container with a hole in will not retain water. All children are aware of the weather conditions and what sort of clothing to wear. Children have limited access to programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to find their own space when undertaking physical activities. Others require adult support. All children are able to move in a range of movements such as hopping, walking, climbing. Some children are able to balance for a short time on one leg. Photographic evidence is available indicating children can competently ride scooters and bicycles. Children are not aware of some health issues. They cough and sneeze over food without protecting their mouths.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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All children enjoy familiar songs and some older ones will sing spontaneously. Some children have good imaginary skills and enjoy role play with or without adult support. For example, they spent a considerable length of time in the 'toy shop' buying and selling goods. Evidence of junk modelling is available. Children rarely comment on the different textures of materials. There is no free access to musical instruments.

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

- Implement assessments on children and use these to inform planning, showing how children will be moved on to the next stage of learning.
- Improve the use of positional and mathematical language used by staff.
- Provide more challenges for older, more able children.

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.