



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507899

DfES Number: 582593

INSPECTION DETAILS

Inspection Date	18/06/2004
Inspector Name	Caroline Hearn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Great Shefford Under Fives.
Setting Address	Great Shefford Under Fives Village Hall, Station Road, Great Shefford Hungerford Berkshire RG17 7DR

REGISTERED PROVIDER DETAILS

Name	The Committee of Great Shefford Under Fives
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ORGANISATION DETAILS

Name	Great Shefford Under Fives
Address	Village Hall Station Road, Great Shefford Hungerford Berkshire RG17 7DR

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

Great Shefford Pre-School opened in 1971. It operates from the village hall with access to two large rooms. The pre-school serves the local area.

There are currently 21 children from two years nine months to five years on roll. This includes 15 funded three-year olds and 6 funded four year olds. Children attend a variety of sessions a week. The pre-school accommodates children with special needs and supports those whose first language is not English.

The group opens four days a week during school term times. Sessions last from 09:30 to 14:45 on Tuesdays and 09:30 to 12:15 Wednesdays to Fridays.

Five part time staff are employed to work with the children. Two staff members have an early years qualification to NVQ level 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher and mentor 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?

Great Shefford Under Fives offers good quality pre-school education where the children make generally good progress towards the stepping stones and early learning goals. They make very good progress in personal social and emotional development, communication language and literacy, maths, physical and creative development. They are making generally good progress in, knowledge and understanding of the world.

Teaching is generally good. Staff work well as a team and have an enthusiastic approach to teaching. They had set out the home corner as a Greek restaurant, and were involving the children in planning the menu and learning some Greek letters. The supervisor undertakes all of the planning and staff are not involved in this. Therefore in the absence of the supervisor some would lack the understanding of how to deliver the curriculum for that session. Planning does not take in to account the needs of children who learn at a different pace. The evaluations undertaken on planning are not evaluative or relevant therefore no clear record of how effective previous activities were. Staff are aware of the need to act as positive role models and are consistent in their method of behaviour management. They complete regular observations of the children's achievements and records of these are maintained by each child's designated key worker.

Leadership and management is generally good. The supervisor and chair person have well defined roles and work well to support both each other and staff. The chairperson has a high level of involvement with the group and undertakes relevant training.

Partnership with parents is very good. Parents are kept well informed regarding the setting and the foundation stage. Parents are offered plenty of opportunities to see their children's records. This allows them to make contributions towards their children's development and learning. Staff have created a warm and welcoming environment for the children and their parents.

What is being done well?

- Children show good concentration skills and express their ideas confidently to adults. This was evident during story time when they were listening to the story and asking relevant questions about this.
- They are confident when using their phonic knowledge for spelling and older/more able children are able to write simple words.
- Children show confidence when offering solutions to mathematical problems.
- Children engage confidently in imaginative role play activities. When playing in the home corner restaurant children took on the roles of waiter, cook and organised themselves without adult input.

- Staff are highly enthusiastic with regards to the activities and are able to pass this enthusiasm on to the children.

What needs to be improved?

- opportunities for children to use programmable equipment, such as computers.
- evaluations undertaken on planning, they are not evaluative or relevant therefore do not provide a clear record of how effective previous activities were.
- staff's involvement in the planning, staff currently have no involvement in this and in the absence of the supervisor some would lack the understanding of how to deliver the curriculum for that session.
- planning to ensure, this takes in to account children who learn at a different pace.

What has improved since the last inspection?

The group has made very good progress since their last inspection and have clearly implemented their action plan.

The programme for mathematics is monitored effectively in order to provide a more systematic approach to teaching across the age range.

The use of a climbing frame during both planned and un-planned sessions has ensured that children are provided with suitable climbing challenges.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their ideas confidently to adults. They are able to confidently select and appropriately use a wide range of resources to develop their own ideas. They are clearly developing an awareness of the needs of others and an understanding that their actions have consequences. Staff praise children for their efforts. Which helps to build their self confidence, self esteem and good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversations with each other, staff and visitors. They listen well and respond to stories with enjoyment. Children are keen to learn new words, sounds and extend their vocabulary. They are clearly aware print carries meaning and look for familiar letters in written words. They are confident when using their phonic knowledge for spelling and older/more able children are able to write simple words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can clearly count up to ten and beyond with understanding. They are appropriately using mathematical language such as more and less in everyday situations. They are able to use correct terms to describe and compare shape, position, size and quantity. Children are also beginning to show confidence when offering solutions to mathematical problems. They are keen to find the solutions and work through problems by themselves before asking staff for help.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the world through planned and appropriate practical experiences. They are offered a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. The children are not currently given sufficient opportunities to use programmable equipment, such as computers. They are confident when exploring, investigating and asking questions. They have an understanding of their own culture and are learning about others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are offered an appropriate and varied selection of activities to encourage their physical development. Due to this they are able to negotiate space successfully. They are able to move confidently and freely around the environment, with an awareness of others. Children are developing good small and gross motor skills using a range of resources. They are beginning to recognise that good practises with regard to exercise and eating can contribute to their on going good health.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to engage confidently in imaginative role play using a variety of different props. They are given plenty of opportunities to explore and experiment using different textures and media in their art and play activities. The range of activities offered encourages the children to use all their senses. There are good opportunities for children to explore how sounds can be changed and they are able to match their physical movements to music.

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

- Consider how planning can take in to account children who learn at a different pace.
- Ensure evaluations undertaken on planning, are evaluative and relevant.
- Provide opportunities for children to use programmable equipment, such as computers.
- Increase staff's involvement in the planning, to ensure they fully understand the curriculum and how it impacts on the activities offered. To enable all staff to be able to deliver the curriculum with greater confidence in the absence of the supervisor.

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.