



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109877

DfES Number: 516860

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Lynn Reeves

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name LITTLE SAINTS COMMUNITY PRE SCHOOL
Setting Address ROWNHAMS ROAD
NORTH BADDESLEY
SOUTHAMPTON
HAMPSHIRE
SO52 9EU

REGISTERED PROVIDER DETAILS

Name The Committee of Little Saints Community Pre-School

ORGANISATION DETAILS

Name Little Saints Community Pre-School
Address All Saints Church Hall
Rownhams Road, North Baddesley
Southampton
Hampshire
SO52 9EU

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 Saints Community Pre-School has been registered approximately 15 years. It is situated in a church hall in North Baddesley and is run by a committee. It is registered to provide sessional care for 26 children aged 2 to 5 years. It is the groups policy to accept children aged 2 years and 9 months.

The children who attend come from a wide geographical area and the group supports children with special education needs and those who speak English as an additional language. There are currently 61 children on the role of whom 48 are in receipt of government funding. The pre-school opens Monday to Friday 09.15 until 11.45 and Tuesday, Thursday and Friday afternoons from 12.30 until 15.00 term time only.

There are nine members of staff who work directly with the children all of whom hold childcare qualifications. The pre-school receives help and support from the Pre-School Learning Alliance.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Saints Community Pre-School is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff demonstrate a clear understanding of the foundation stage and the stepping stones, which enables them to plan and provide a good range of stimulating and varied activities. Daily routines are well organised and resourced to ensure children learn, progress and have fun. Staff use open-ended questions to make the children think and to contribute their own ideas and thoughts. Staff value the children's individuality and use praise and encouragement to support good behaviour and self-esteem.

Children with SEN and EAL are supported well and staff build strong relationships with the parents to ensure needs are met. Staff make observations and assessments of the children, although this does not reflected with differentiation in the plans. Staff evaluate and review practice to improve the delivery of the curriculum.

The leadership and management are very good. Staff have clear objectives and defined roles and responsibilities. Staff are active in updating their training, dedicated and work well as a team. There are good systems in place to monitor staff deployment and teaching methods. Strategies are in place to address the group's own strengths and weaknesses. The group is currently working on an accreditation scheme.

Partnership with parents is very good. Parents are kept informed about the pre-school and its routines via the prospectus, policies, newsletters, committee meetings and notice boards. Staff share information with the parents regarding their child's progress at handover time and by showing them the children's achievement records. Although, there is limited opportunity for the parents to contribute towards their child's development or home learning. Staff provide a welcoming and supportive environment where parents feel comfortable to discuss issues.

What is being done well?

- Children show an eagerness to learn and show good levels of concentration.
- Children use their senses in a variety of ways such as cooking, food tasting and using a range of materials and media.
- Children use their imagination well in role-play and communicate their thoughts and ideas.
- Children are developing good language and writing skills and staff use effective open-ended questioning to make children think and contribute their own ideas.

- Staff provide a good range of activities and resources, which encourage and challenge the children. This allows them to make very good progress through the stepping stones.
- Children behave well; they share, take turns and show consideration for others around them.
- Staff show a commitment to further training and work well as a team planning a well-informed curriculum.

What needs to be improved?

- introduce a system whereby parents can contribute towards their child's learning and development to include activities at home
- the written plans to include how activities are to be differentiated.

What has improved since the last inspection?

At the last inspection the pre-school was asked to improve the day to day assessment by a form of manageable record keeping and share information with parents regarding the six areas of learning. Include opportunities for children to use musical instruments to explore sound and link to music, movement and dance.

Since the last inspection the group have made generally good progress in addressing the key issues. Staff have introduced a manageable system for planning and development, which is clearly linked to the six areas of learning. Written assessments do not always reflect differentiation and opportunities for parents to contribute towards their child's development is a little limited, therefore this has been made a point for consideration from this inspection. Children use musical instruments to explore sound and sound patterns. Children actively take part in movement to music and dance sessions to express their own imagination and creativity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are actively involved in their learning and show an eagerness to learn. They are confident to suggest ideas and to speak in a familiar group. Children sit quietly and show good levels of concentration during circle time and story telling. Children are developing an awareness of their own needs and co-operate well in small and large groups such as cooking and movement to music. Children form good relationships with their peers and adults by sharing, taking turns and they behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are developing their language skills through conversation in group activities and they communicate well. They express their thoughts and feeling during practical activities such as food tasting, cooking and role-play. Many children can write their own name and are recognising familiar words by self-selecting name cards and by good use of labelling. Children enjoy listening to stories and handle books with confidence; staff extend children's vocabulary by linking sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have a sound understanding of number and value and most can count to ten and above. Children learn about shape and size through practical activities such as target boards with shapes on, building with bricks and playing with malleable materials. They are confident in using mathematical language and provided with opportunities to consolidate their understanding of addition and subtraction during cooking activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use a range of technology such as computers, telephones and programmable toys to support their learning. They use their senses to explore taste, smell and touch in practical situations such as cooking, food tasting, water play and using malleable materials. They talk about themselves and the world around them during role-play and gain an understanding of culture and beliefs by celebrating a range of customs and beliefs. They use a range of tools to build, construct and join materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good co-ordination and have plenty of opportunity to develop their gross-motor skills in jumping, balancing, throwing and catching. They demonstrate a good spatial awareness and move confidently around the setting. Children use their imagination when dancing to music and during singing sessions and handle tools and objects with increasing control. They show good manipulative skills and are developing some ability for self-care when changing their coats and shoes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of materials and media both natural and man-made for example stretchy dough, water, wood, plaster and plant life. They communicate their thoughts, feeling and ideas when food tasting and during creative play. Children enjoy music and singing and actively take part in the actions. They play musical instruments to learn and explore sound patterns. They explore colour, shape and texture in two and three dimensions and create well-formed designs.

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 improving the following'
- ensure the planning includes differentiation for the different abilities of children
- provide parents with opportunities to contribute towards their child's development and home learning.

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.