



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 306497

DfES Number: 512639

INSPECTION DETAILS

Inspection Date	29/11/2004
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peters C of E Pre-School Playgroup
Setting Address	Thurstaston Road Heswall Wirral, Merseyside CH60 4SA

REGISTERED PROVIDER DETAILS

Name	The Committee of St Peters Pre-School Playgroup 104406
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ORGANISATION DETAILS

Name	St Peters Pre-School Playgroup
Address	Thurstaston Road Heswall Wirral CH60 4SA

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

St Peter's Church of England Pre-school has been in operation since 1968 and it is situated in the grounds of St Peter's primary school in Heswall village. It occupies a single storey unit, with children having access to a play room and an entrance area that includes space for a computer and a listening area. Outdoors, the playground occupies the full length of the building and it is surrounded by a picket fence to separate it from the main school playing field.

The pre-school is run by a management committee, comprised of parents whose children attend. The majority of children live within the catchment area for St Peter's primary school and almost all children transfer to it. The pre-school is registered for 22 children to attend at any time. There are 57 children on roll aged from two years six months to four years. This includes 35 funded three-year-olds. Funded children usually attend for a minimum of three sessions. Good links have been established with the primary school to enable children to have a smooth transition to school life.

The pre-school is open each week day morning from 9.05 a.m. to 11.35 a.m during term time. It also opens on Monday and Tuesday afternoons from 12.45 p.m. until 3.15 p.m. In addition, Wednesday and Thursday afternoon sessions are available in the Spring and Summer terms for children who will start school in the Autumn.

There are six staff who work with all the children in the group. All have relevant qualifications and experience, with three staff members working towards NVQ level III in Childcare and Education. Staff are supported by an administrator. Guidance is provided through the local early years partnership.

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

How effective is the nursery education?

The nursery education provided at St Peter's Pre-school is of high quality and enables children to make very good progress towards the early learning goals in all six areas of learning.

Teaching is of high quality and staff know children well. They offer appropriate support and they encourage children's independence. They create a secure and stimulating environment for children, who are happy and well behaved. Staff use their expertise to extend children's thinking skills through questioning. They present a wide range of practical activities in interesting ways that encourage children to be interested and well motivated to learn. Staff give children confidence as they listen to them and value what they say.

The leadership and management of the setting is very good. The setting has strong leadership and staff's roles and responsibilities are well defined. There are clear aims that are shared and put into practice to promote learning. There is a strong team spirit, with enthusiastic staff who meet regularly and contribute to planning and assessment. The pre-school leader has used the Effective Early Learning project to review all aspects of provision. This rigorous system for monitoring and evaluation is now being acted on to ensure best practice. There is a commitment to training and staff use the ideas gained to develop activities and provide new resources to promote children's learning.

The partnership with parents and carers is very good. Staff value and use parents' knowledge and understanding of their children to enable them to meet children's needs. There is a good range of information provided to keep parents informed about the setting and what their children are learning. Records of children's progress are shared regularly with parents and their comments are invited. There are many valuable ways in which parents can become involved, including serving on the committee that runs the pre-school. Parents feel a strong sense of partnership.

What is being done well?

- Children are happy, confident and well motivated to learn.
- Good relationships are evident throughout the setting and staff are sensitive to children's needs.
- Staff have high expectations for behaviour and children respond well.
- All areas of learning are well promoted through a wide range of practical activities that are well presented and make learning fun.
- The setting has strong leadership and sound aims that are put in practice to promote learning.
- Staff are enthusiastic and work well together as a team.

- Parents are well informed about their children's learning and there are many valuable opportunities for them to be involved.
- Both the indoor and outdoor environments are used most effectively to promote learning.

What needs to be improved?

- the planning of the programme, to ensure that it shows how activities will be adapted to suit childrens' differing needs.

What has improved since the last inspection?

The improvement since the last inspection has been very good. Staff have accessed further training to ensure that they keep updated and this has had a positive impact on children's learning. Staff use ideas gained through their training to develop activities and organise and make new resources to add to the wide range of practical experiences provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff present activities well and this motivates children to learn. Children are happy and well behaved. There are good relationships throughout the setting and staff and children have fun together. Staff are sensitive to children's needs and they listen to children and value what they say. Children's independence is encouraged and staff offer praise and encouragement which promotes children's confidence. Children are provided with a strong sense of community and they settle in well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators who express themselves well. Staff are skilled in developing children's thinking skills and developing their vocabulary. Children enjoy listening to stories, rhymes and songs and they know a wide range. They are learning the sounds and names of letters that are important to them, and they ask staff to write words for them as they complete Christmas cards. Children use reference books and they are interested in the well labelled displays provided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to recognise numbers and they count confidently to 10 and beyond. They are beginning to develop an understanding of addition and subtraction through number rhymes and skilful questioning by staff. Children use mathematics when they encounter problems during activities and routines, and they are able to compare, count, match and sort objects competently. Creative work provides good opportunities for them to recognise shapes and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many valuable opportunities to explore and investigate both made and natural materials and to find out how things work. They use a computer and a tape recorder independently and confidently. Staff take children on many outings to find out about their local environment, and visitors come into the setting to introduce them to the roles of people in the community. Children celebrate a wide range of festivals and use resources that introduce them to different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the setting and they display control when balancing on beams. Steering wheeled toys provides good opportunities for them to gain spatial awareness and to develop coordination. Staff set up equipment to provide challenges for children, who are adventurous within the bounds of safety. Staff emphasise the importance of having a healthy lifestyle. Children display dexterity as they use tools and construction toys and they decorate a Christmas tree with care.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have been introduced to a wide range of techniques, enabling them to create their own pictures, models and sounds. Their work is well displayed around the setting. There are valuable opportunities for children to enjoy singing, listening to music and playing instruments. They use their imaginations as they make up their own stories during role play and when using puppets. Staff provide many valuable sensory experiences, both indoors and out, that promote children's learning.

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:
- developing the planning of the programme to show how activities will be adapted to meet children's differing needs.

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.