



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 302870

DfES Number: 517683

INSPECTION DETAILS

Inspection Date	22/05/2003
Inspector Name	Hilary Mary Mckenning

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Thurgoland Pre-School
Setting Address	The Kids Centre Halifax Road, Thurgoland, Penistone Sheffield South Yorkshire S35 7AL

REGISTERED PROVIDER DETAILS

Name	Emma Scofield
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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

Thurgoland Pre-School is well established and opened in there currently premises three years ago. It operates from a single storey portacabin located within the grounds of Thurgoland Infant/Junior School. The Pre-School serves the local area.

Thurgoland Pre-School is registered for 26 children from 2 years to 5 years.

There are currently 41 children from 2 years to 5 years on roll. This includes 21 funded three year olds and 20 four year olds. Children attend a variety of sessions. 1 child has special needs. There are no children attending who speak English as an additional language.

The group opens 5 days a week during school term time.

Sessions are from 8:50am to 12:50pm and 11:45am to 15:45pm.

There are 8 staff working with the children. All have early years qualifications or are on training programmes. The setting receives support 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?

Thurgoland Pre-School educational provision is very good. Effective teaching is helping children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good and children are motivated to learn within a stimulating environment. The children make very good progress in all areas of learning due to good planning and skilful interaction with staff. Staff have very good knowledge of the early learning goals and use this to plan interesting and varied experiences which promote children's enthusiasm and curiosity. Staff introduce and reinforce new words, ideas and concepts. They use skilful open questioning, and create many practical opportunities within the everyday environment to consolidate learning. Staff know children very well. Observations and assessments, based on stepping stones are used effectively to meet individual need and promote appropriate challenge. Children with special needs are supported very well.

Children behave very well in response to the high expectations and sensitive support of staff. They are aware of the needs of others. The environment is very well resourced and organisation encourages children to develop independence and initiative. There is scope to extend this by including the outdoor area more closely in the planning for the whole environment.

Leadership of the nursery is strong and the staff team is committed and work well together. They share a clear understanding of good early years practice and are committed to continual self evaluation and improvement.

A very good partnership has been developed with parents. Priority is given to getting to know children and their families well. Parents have clear information about nursery policies and procedures, and are encouraged, through weekly activity sheets relating to the current topic, to support and share actively in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They use initiative, develop increasing confidence and are motivated to learn and explore. Children are well behaved and they develop caring relationships with each other and staff within the supportive and stimulating learning environment.
- Children's communication skills and mathematical awareness are very well developed. They have many practical opportunities within the everyday environment to consolidate and extend their knowledge and interest.
- Children's interest in the natural world and the local environment is

encouraged within the well planned and very varied curriculum. They have many opportunities to explore and extend their natural curiosity and to express their ideas in different ways.

- Staff work effectively as a team and are committed to ongoing self evaluation and improvement.
- Parents are actively involved in their child's learning and experiences.

What needs to be improved?

- the way the outdoor area is used to extend children's choices within the whole environment, promoting greater independence and increasing opportunities for extended role play.

What has improved since the last inspection?

An effective staff appraisal system has been established in order to identify staffs training and development needs.

The assessment of children has been revised to more effectively inform the planning and awareness of the children's individual needs. The assessments completed are comprehensive and demonstrate that staff have a good understanding of the individual needs of all children and plans for children are effective at addressing any areas which need development.

The manager is continuing to review and evaluate children's progress records with good results.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. They use initiative in selecting activities; they concentrate and persevere to develop new skills. They participate actively in group times. Children's behaviour is very good; they listen to others, they take turns and share; they understand expectations and have awareness of their own needs and the needs of others. They develop confidence and high self esteem. They enjoy new experiences linking them with the local community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in this area is very good. They interact well and share experiences, using correct language to describe and inform; they pretend, recall and respond to skilful questioning. They develop reading skills, using books and environmental print for information and enjoyment. They use writing to record and communicate in many ways; they make their own books. They recognise their name and older children know the name and sound of most letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress is very good; daily activities are used very well to consolidate learning. They enjoy number rhymes, and counting, recognising numbers and using number names accurately up to and beyond ten. They understand the concepts of more and less. They match, sort, and order, learning about shape and size in many practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress is very good. They learn about the natural world; they plant flowers and food, observe and record the rate of growth. They use the computer and cassette recorder with skill, and learn to use a digital camera to make photographic records. They talk confidently about experiences in their own lives and learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress is very good. They experiment with movement, hop and skip, slither through the tunnel, walk sideways and with huge strides. They practice kicking catching and pedalling. They climb and jump, using large equipment safely. They develop fine motor control when they paint, practice writing, funnel in water. They construct and use tools carefully to make models. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress is very good. They express their own ideas in role play, collage, model making and movement. They observe the detail of a flower and recreate them in their own way. They explore paint and dough, and experiment with colours; watching flowers change colour. Their work is displayed creatively. They enjoy songs and action rhymes, dancing and making music.	
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:

- Consider how the outdoor space within the premises may be used more creatively to extend children's choices throughout the whole environment, promoting greater independence and opportunity for extended role play.

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.