



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127755

DfES Number: 512012

### INSPECTION DETAILS

Inspection Date 29/03/2004  
Inspector Name Joanne Wade Barnett

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Weald Pre-School  
Setting Address St Georges Church Hall  
Church Road, Weald  
Sevenoaks  
Kent  
TN14 6LT

### REGISTERED PROVIDER DETAILS

Name Weald Pre School 3817663

### ORGANISATION DETAILS

Name Weald Pre School  
Address St Georges Church Hall  
Church Road, Weald  
Sevenoaks  
Kent  
TN14 6LT

## 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

Weald Pre-school opened in 1999. It operates from two rooms in a large church hall in the Village of Weald in Sevenoaks. It serves the local area.

There are currently 34 children from two years to five years on roll. This includes fourteen funded three year olds and thirteen funded four year olds. Children attend for a variety of sessions. The group support one child with special needs and one child who speaks English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.00 until 12.00.

Nine part time staff work with the children. Four have early years qualifications. Five staff have attended various training programmes.

The setting receives support from a teacher from the 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?

The provision at Weald Pre-school is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a secure knowledge of the early learning goals and effective planning is developing to help children make good progress. Staff know children well and are sensitive to their needs helping all children to feel valued. They frequently praise and encourage children, consequently they are eager and motivated to learn. Questioning techniques are used effectively to help children to think. The sessions are generally well organised, however snack time could be improved.

The system of assessment and record keeping is evolving and provides staff with useful information to monitor children's learning, however these are not sufficiently evaluated against the stepping stones and early learning goals. As a result, they do not provide a secure basis on which to plan the next steps in children's learning. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and have monitoring systems in place.

Leadership and management is generally good. Staff are well supported in the care and education that they provide for young children. The supervisors and staff have worked hard to develop a strong team and are committed. They meet regularly but systems to review, evaluate and monitor the effectiveness of the curriculum are not yet formalised.

Partnership with parents is generally good. Parents spend time talking informally to staff about their children and are well informed of forthcoming events in pre-school. The pre-school provides information for parents about the setting and regular newsletters, photographs and displays keep them informed of latest themes. They receive opportunities to discuss their child's progress informally.

### What is being done well?

- Staff provide a varied and interesting programme to develop children's knowledge and understanding of the world. Staff make use of the local and wider environment to stimulate children's interest and curiosity in the world about them.
- Children are happy, settled, well behaved, eager to learn and excited about what they do. Children are kind to each other and learn to take turns and share fairly.
- Role-play is imaginatively planned and well resourced to stimulate children's imaginary play and to encourage acting out real situations.
- Staff provide many opportunities for children to use their imaginations in art

and design.

- Children speak clearly and confidently to their friends and adults. Staff place emphasis on developing writing through experiences that are meaningful to children.
- Children receive regular opportunities to use a range of small and large equipment. They are developing control as they travel around, under, over and through balancing and climbing equipment.

#### **What needs to be improved?**

- the snack time routine
- the programme for mathematics
- the system of planning and assessment

#### **What has improved since the last inspection?**

There were three key issues identified following the last Ofsted inspection in 1999. The pre-school has made generally good progress in addressing the weaknesses in ensuring staff are deployed in all areas, including learning areas in the main hall, such as the home corner and the sand tray.

Staff have an understanding to information technology and have purchased a number of programmable toys to support children's learning more effectively.

Staff allow children more freedom of expression when completing project-related art work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem. Many positive relationships are developing. Children learn to take turns and share fairly. They are happy, settled, well behaved and eager to learn. Staff present activities attractively, praise and encourage children's achievements, making them eager and motivated to learn. Some opportunities are missed to develop independence through self help skills at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children receive daily opportunities to recognise their names. They join in enthusiastically with songs and actions. Children receive regular opportunities to link sounds to letters and speak clearly and confidently as they engage friends in conversation. Writing is developing well through imaginative play activities, such as the 'garden centre' when children explore writing telephone messages.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy joining in with number rhymes and songs and learn to use language such as 'big' and 'little'. They explore weight and capacity when modelling. Children explore shape for example as they construct and complete puzzles. Some opportunities are provided for children to be aware of simple ideas of addition and subtraction through the daily play routine. Numbers are displayed but opportunities are missed for children to view these in the main hall.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences, patterns and change, for example plants growing both indoors and outdoors. Staff provide good opportunities for children to explore, investigate and identify features of the local and wider world through good resources and guest speakers.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine manipulative skills are developed well as children display good skills when cutting, painting, drawing and constructing. Frequent opportunities to use large equipment ensure that children move around freely and safely. Children display a good awareness of themselves and others. Children learn about the importance of personal hygiene through discussion and regular hand washing. Opportunities for children to recognise changes that happen to their bodies when active are missed.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children clearly enjoy the opportunities provided in role-play, as they express and communicate their ideas. Children show a keen interest in music and singing when accompanied by the piano, but planned opportunities in 'free-play' to explore musical sounds are infrequent. Children eagerly play with the art activities staff provide and enjoy exploring painting techniques and modelling ideas. They receive good opportunities and support to enable them to use their imaginations in role-play.

**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**

- enhance the use of resources to encourage children's independence, particularly at snack times and with self selection.
- the attention given to increasing children's awareness of printed numbers in the main hall.
- the assessment and records system to provide a clearer link with the stepping stones and Early Learning Goals

*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.*