



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113493

DfES Number: 583823

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Teresa Elkington

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Friary Pre-School
Setting Address St. Francis of Assisi Catholic School
Southgate Drive
Crawley
West Sussex
RH10 6HD

REGISTERED PROVIDER DETAILS

Name Father Tony Barry

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

The Friary Pre-School was registered in 1989. It operates from a purpose built building in the grounds St Francis of Assisi School, in Crawley, West Sussex. The pre-school is registered to provide care for 24 children, between three and five years, and operates five days a week during term times. Sessions are from 09.00 to 11.45 and from 13.00 to 15.30 and the pre-school serves the local area.

There are currently 60 children from 3 to 5 years on roll. This includes three and four year olds who are in receipt of nursery funding. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language and has strategies in place to support those with special needs.

There are nine staff working with the children, who have a teaching or early years qualification to at least an NVQ level 3 standard. The setting receives support from a mentor 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 Friary Pre-school offers good quality provision which helps children make generally good progress towards the early learning goals. Very good progress is being made in children's personal, social and emotional development and their physical development.

The quality of the teaching is generally good. Staff form warm, caring relationships with the children. Planning and assessment is in place and regular use is made of observation to plot how children are progressing. Staff have an understanding of the early learning goals, which is reflected in the planning, however planning does not show how activities will be adapted for children working at differing levels. Staff do not readily extend children's thinking or independence in some activities. The good quality resources available are well used to support the children's learning. Staff set realistic boundaries with ongoing praise and encouragement in promoting good behaviour.

The leadership and management of the setting is generally good. The staff team work well together and have shared responsibly for planning, observation and assessment, although the planning of activities does not clearly identify how they are to be adapted for children's differing levels of ability. Effective systems are in place for the continual development of staff. The pre-school committee and supervisor are committed to the ongoing improvement of the setting in order to enhance the quality of the educational provision provided.

The partnership with parents is very good. Parents are well informed of their child's progress, through the use of informal feedback and individual consultations. They receive regular information regarding planned activities through the use of newsletters, notice boards and displays of children's work. They are actively encouraged to take a full part in their children's learning.

What is being done well?

- Children are given good opportunities to develop in their physical development, through the use of worthwhile activities which children enjoy participating in.
- Staff work well as a team to create a well planned, stimulating environment for the children. This enables them to learn through a wide range of practical play activities, making good use of all available resources, providing many learning opportunities throughout the daily programme.
- Parents are actively involved in their children's learning and opportunities are provided for them to share information and extend their learning in the home.
- Children are developing their understanding in their use of books. They are provided with many worthwhile opportunities to understand that books have a

purpose and they are encouraged to handle them appropriately. All children enjoy the books available to them within the well resourced book corner.

What needs to be improved?

- the challenges set for children;
- the opportunities for children to write and practise formation of their names.

What has improved since the last inspection?

Very good progress has been made to the areas highlighted at the previous inspection; develop children's understanding of simple addition and subtraction; extend the programme for children's physical development to enhance their large physical skills; expand the resources available to promote children's understanding of the wider community.

Children have many positive opportunities for their enjoyment of books. Staff have created a welcoming book corner where children can independently select books of their own choice. Both fictional and non fiction reading matter is available to the children. Children enjoy looking at books independently and as part of a large or small group. The introduction of the Book sharing scheme has established good links between home and pre-school, as well as providing a worthwhile opportunity for children to share their enjoyment of books with their parents.

Children regularly participate in many practical activities to develop their understanding of simple additional and subtraction. Snack time provides opportunities for children to discuss if there is enough fruit pieces for all the children around the table. Counting rhymes are used where children can see with the use of their fingers the addition and subtraction of numbers.

An effective programme is in place to enhance children's physical development both inside and outside. Children have regular opportunities to use climbing frames, slides, tram pets and balancing beams. All children are confident in the use of this equipment which they use with increasing skill and co-ordination.

Many resources have been introduced to enhance children's understanding of the wider community. A variety of books and puzzles are available which portray positive images to the children. Displays and posters within the room reflect images form around the world with dual language posters also being in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident, work well independently and in large and small group situations. Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work well together, for example; sharing resources and taking turns. Staff have established friendly, positive relationships with the children and use praise and encouragement effectively to make children feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and enjoy talking about activities and their families during free play activities. Children listen well to stories and join in with well known fairy tales. They enjoy acting out familiar stories. Children handle books appropriately and show interest in illustrations. They recognise their names and more able children recognise other children's names. Children have opportunities to write, but this is not sufficiently extended during their daily activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count to 10 and beyond with some skilfully recognising numbers through their daily activities. Children have access to a range of practical activities to encourage their concept of simple calculation, comparison of size, positional language and shape. Children are developing an awareness of weight and capacity through the use of practical activities such as baking, however staff do not always provide sufficient challenge for some children during these activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide activities and resources that encourage children to explore and investigate, allowing them to talk about themselves, their immediate environment and the wider world. Children have opportunities to explore information technology equipment. Children are confident in their design and making skills and have access to a range of recycled materials, construction activities and malleable materials. However, staff do not sufficiently challenge some children in their designing skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good co-ordination skills and an understanding of space around them. They move around with confidence and skill. Staff provide a good range of activities and resources to ensure that children have the opportunity to use a variety of tools, large and small equipment to develop children's fine and gross motor skills. Children are confident and capable when undertaking routine personal tasks, showing a good awareness of their own personal hygiene and health.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Opportunities are provided for children to use their imagination in a variety of role play situations. Children enjoy participating in singing sessions and have built a good repertoire of songs and rhymes. Children are encouraged to use their senses and explore a varied range of both natural and man-made materials through the use of play dough, sand and water. There are regular opportunities for children to be involved in craft activities, although insufficient challenge is provided.

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

- Develop the planning of activities, to show what children will learn and how it will be adapted to meet the differing levels of individual children.
- Introduce more opportunities for children to write their names for themselves and encourage them to form letters correctly.

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.