



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131537

DfES Number: 581760

INSPECTION DETAILS

Inspection Date 31/01/2005
Inspector Name Alison Jane Kaplonek

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Holy Family Pre-School
Setting Address Holy Family School
Mansel Road West, Millbrook
Southampton
Hampshire
SO16 9LP

REGISTERED PROVIDER DETAILS

Name Mrs Sharon Kesby

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

Holy Family Pre-school has been open for a number of years. It operates from two rooms in a building in Holy Family Primary school in the Millbrook area of Southampton. It serves the local area.

There are currently 76 children aged from 2years 9 months to 5 years on roll. This includes 21 funded 3 year olds and 39 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:45 until 15:15.

Eleven staff work with the children. Four staff have early years qualifications to NVQ level II or III and two are working towards these. The setting receives support from a teacher mentor 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?

Holy Family Pre-school offers acceptable nursery education which is of good quality overall. Children are making very good progress towards the early learning goals in most areas of learning. Children are making generally good progress in mathematical and physical development. They are keen to take part in the wide range of activities provided.

The quality of teaching is generally good. All staff have a good understanding of the Foundation Stage curriculum and are involved in observations and assessments of the children. They provide an environment where children have a wide choice of practical activities and are learning through play. Staff are deployed well to provide support for all children, including those with special needs and English as an additional language. They enable children to gain easy access to resources and to experiment during their play. Plans include all areas of learning and ensure coverage of the stepping stones although they do not always show clearly how the older or more able children will be extended in their learning. They do not include the outdoor curriculum.

Leadership and management is generally good. All staff and management are committed to improving the care and education for children and staff continually update their skills by attending training courses. The supervisor is able to assess the strengths and weaknesses of the setting. The evaluation of the provision for nursery education is carried out informally.

The partnership with parents is very good. There is a good partnership with parents and parents feel able to share information about their children with the staff. They are encouraged to be involved in their children's learning and are kept well informed of their children's progress and activities. Parents are provided with a wide range of information about the setting and the provision for nursery education through newsletters and regular meetings with staff.

What is being done well?

- Children's personal, social and emotional development is very good. They are keen to learn, try new activities and initiate their own ideas. Staff set clear boundaries for expectations of behaviour and as a consequence children behave well.
- Children are confident speakers and converse easily with adults and each other. They use language to organise their play and initiate their own learning. Many children are able to use a pencil very effectively, creating interesting representational drawings.
- The partnership with parents is very good. They are kept well informed about the setting and their children's progress. They find staff approachable and

feel involved in their children's learning.

- A stimulating learning environment, based on practical activities, and effective staff deployment, enables children to learn through their play.

What needs to be improved?

- the opportunities for children to be introduced to the concepts of addition and subtraction during everyday activities and routines.
- the planning of the outdoor curriculum taking into account children's physical development.
- the continued development of the planning system to include evaluations of activities and to show how activities will be extended for the older or more able children.

What has improved since the last inspection?

The pre-school have made very good progress since their last inspection. They were asked to look at the programme for physical development to make sure that all children develop a variety of skills using equipment throughout the year. They were also asked to implement and use the new record system to identify and meet children's individual needs.

Since the last inspection the pre-school have gained access to an outside play area where children are able to practice a variety of skills. They have implemented the new record system and are able to identify and meet individual children's needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with each other and adults. They are well behaved, co-operate well and learn to share and take turns. Children are interested and keen to learn and take part in the extensive range of activities provided. Children have high levels of confidence and self-esteem. They are able to express their needs and feelings. Children know right from wrong and understand the rules of the setting. Children are gaining in independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse easily with adults and each other. Children use language to initiate and organise their play. They listen to and enjoy stories and rhymes in small and large groups and are beginning to develop their writing skills during their play. Children recognise the sounds and shapes of letters and words which have meaning for them. Many children show excellent pencil control and older or more able children are able to write some recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10. Children are beginning to recognise numbers during their play. They sort and order items by size, weight and length and are beginning to use the mathematical language involved. Children create and recognise patterns and learn about shape, size and quantity through practical activities. They use mathematical language such as big, little, heavier during their play. Children have limited opportunities during practical activities to explore the concepts of calculating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious. They enjoy finding out about living things in the environment and making observations. Children design and build confidently using a wide range of materials and tools. They talk about their environment, families and events in their lives and are beginning to gain an awareness of the cultures and beliefs of others. Children explore and investigate with a variety of materials, tools and equipment. They know how to operate some simple equipment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move with confidence and increasing control and co-ordination. They show an awareness of space when moving around their environment both indoors and out. Children are beginning to show an awareness of a range of healthy practices. They discuss the changes which occur to their bodies after exercising. Children use a wide range of equipment, tools and materials safely. They explore malleable materials such as dough and clay. Children's outdoor play is not fully extended.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children respond to what they see, hear, smell, touch and feel in a variety of ways. They use all their senses to explore and respond to colour, texture, shape and form. Children use their imaginations well in art, role play, drawings and when initiating their own play. They are able to create their own ideas in art, when using dough and when model making. Children enjoy exploring the different sounds made by musical instruments and they enjoy singing familiar songs and rhymes.

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

- increase the opportunities for children to be introduced to the concepts of addition and subtraction during everyday activities and routines.
- continue to develop the planning system to ensure that learning outcomes are clear in the programme for physical development and to show how activities will be extended for the older or more able children.

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.