



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133043

DfES Number: 519203

INSPECTION DETAILS

Inspection Date	19/01/2005
Inspector Name	Gerry Simonds

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Longvernal Nursery School, After-School and Holiday Play Scheme
Setting Address	Clapton Road Midsomer Norton Radstock Avon BA3 2LP

REGISTERED PROVIDER DETAILS

Name	Ms Jeanette Lewis
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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

Longvernal Pre-school, After School and Holiday Play scheme opened in 1992. It operates from four rooms, the corridor and outside play areas in Longvernal Primary School in Midsomer Norton, near Bath. The group serves the local area.

There are currently 25 children from 3 to 5 years on roll in the nursery school, and 18 children from 3 to 8 years on roll in the out of school schemes. This includes 13 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. Seven children have special needs and there are currently no children who speak English as an additional language.

The nursery school opens five days a week during school term times. Sessions are from 09:00 to 12:00 Monday and Friday, and 09:00 to 15:00 Tuesday, Wednesday and Thursday. The after school sessions are Monday to Friday 15:00 to 18:00, term time only. The holiday sessions are from 08:30 to 18:00 Monday to Friday, and is open during holidays, except for Christmas and the last two weeks of the summer holidays.

Five part-time and three full-time staff work with the children, and all have early years qualifications. An additional member of staff has joined the setting who starts her NVQ training in September. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. They also receive very good support from Longvernal school and are treated as if part of the school.

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

How effective is the nursery education?

Longvernal Nursery School provides high quality early years education. Children are making very good progress in all areas of learning.

Teaching is very good. Staff have good knowledge of the early learning goals and plan a suitable variety of activities to cover them. Staff speak clearly and carefully to children and extend children's language very well. Plans show how work is made different for different abilities. Plans are working well and staff are deployed well. There is a good balance of teacher directed and child initiated activity. Children with special needs are supported very well, with staff working with other agencies and writing individual programmes of work for these children. Assessments made on children are used to inform future plans. However, plans do not show the links to the foundation stage and achievements are not dated in the records. Behaviour is very good and staff manage this consistently. Staff work very well as a team and the support given by the school is exceptional. The nursery is treated very much as part of the school.

Leadership and management is very good at every level. The manager works hard to ensure that all procedures are in place. Staff assess their own strengths and weaknesses well and address them. Advice has been sought from teachers in the school and from the early years partnership. The excellent liaison with the school greatly enhances the provision at this nursery. All staff are very committed to the welfare of the children and to improving the early years education.

Staff have worked hard to produce very good partnership with parents. Times are made available for parents to discuss their children's progress and joint themed open days are held with the school to guide parents in their understanding of the curriculum. Parents feel positive about the nursery and feel involved with the learning as they are able to contribute to the children's records.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and concentrate for long periods, for example, cutting up vegetables for cooking Chow Mien.
- Liaison with the school is a great strength of this setting and truly enhances the children's education, ensuring that children's start at school is a very smooth process.
- Mathematical problem solving is very well done and staff provide good opportunities for this. For example in a modelling session the member of staff asked the children "We only have one big tube and three children want it, what shall we do?" The children were able to solve the problem by cutting the tube into three pieces.

- Interaction is very good, staff extend vocabulary very well and question very effectively. This enhances the programme for the children, especially those with special needs and speech problems.
- The support for special needs and the way that staff work so readily with outside agencies.
- There is a very good partnership with parents. Parents are supported well in their understanding of the curriculum and given ideas of how to play with the children at home.
- The level of child autonomy. Children are able to decide that they would like to make fishing rods to play with their Igloo.

What needs to be improved?

- the links between the planning and the early learning goals
- the dating of children's achievements as they are noted down.

What has improved since the last inspection?

Progress since the last inspection has been very good.

It was recommended at the last inspection that staff should plan activities for small groups to ensure that older children are always fully challenged particularly in their early writing skills and their opportunities to question and ask "why" or "how".

This has been well addressed. Older children are able to have separate times when they are able to practise their writing skills: for example on Wednesdays when only the older ones come to the group and on other days when the older children go to the library for small group work. These children are autonomous and often ask questions, for example, one said "Why do we put water in the jug?" to be answered by another child "So that we can pour it out".

The staff were also asked to look at the manageability of the assessment system in order to monitor children's progress more rigorously, and to use assessment to inform planning.

This too has been addressed there is a good system of monitoring children's progress and these assessments are used to inform future plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are settled and happy. There are very good relationships all round and children show developing confidence. They are able to concentrate extremely well and show a level of autonomy as they make decisions and choose activities. Behaviour is very good and they organise one another well, as for example, they tidy away their toys. Their all round independence is developing well as they are encouraged to do things for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are developing confidence in their speech, and language is well extended for them. They show good knowledge of phonics and word building and use their own writing in the role play areas. They enjoy recognising simple words such as their names or words for the calendar, and early reading is progressing well. They are particularly good at role play and speech is used enjoyably in this way. Sometimes staff write children's names for them, but children show that they are able to do this.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Good opportunities are made to count regularly, as children count themselves or other items. They are making their own number line and therefore, recognising the numbers on the wall. Number songs and rhymes are well used to enhance children's knowledge of early addition and subtraction. They use mathematical language well and make patterns to strengthen mathematical thinking. Good opportunities are made to solve problems in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate. They have good opportunities to experience growth and change as they watch plants growing in the classroom or in the outdoor classroom. There is a very good programme to enhance their knowledge of other cultures, for example, making Chinese food or dressing up in ethnic costumes. They are able to visit the computer suite in the school and use calculators in their role play. Visits and visitors also enhance their knowledge of the world around them.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have excellent physical experiences. They have the outdoor classroom to use and are able to choose to ride wheeled toys out there. There is also a very good adventure playground with exceptionally good opportunities to climb and balance and travel over or under. They are made aware of health issues as staff talk of washing hands and encourage them in the use of tissues. They use a good variety of tools and equipment and enjoy using dough and show skill in the use of the dough tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children in this nursery are able to be truly creative. Staff encourage their own work and a good variety of art work is included in the programme. They make three dimensional models and are able to choose their own materials. They sing with enthusiasm and have musical instruments left out for them to explore sound. They are extremely imaginative in their role play and respond really well to all that is offered.

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:
- link the planning more closely to the early learning goals and date children's achievements as they are recorded.

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.