



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109468

DfES Number: 516535

INSPECTION DETAILS

Inspection Date 17/03/2004
Inspector Name Sue Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ninfield and District Pre-School Group
Setting Address Memorial Hall Cottage
Bexhill Road, Ninfield
Battle
East Sussex
TN33 9EE

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Ninfield & District Pre-School Group
Ninfield Memorial Hall
Ninfield
East Sussex
TN33 9EE

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

Ninfield and District Pre-school Group opened in 1972. It operates from the memorial hall, on Monday and Wednesday mornings, and in the adjoining Cottage at other times. The hall has the use of a large hall and a smaller side room. The cottage is on two floors and the children have use of three rooms. Both areas benefit from the outdoor play area and garden. The group serves the local area.

There are currently 33 children aged from 2 years to under 5 years on roll. This includes 12 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The group supports children with special needs and for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 9:00 until 12:00 and 13:00 until 15:00, with an optional lunch hour from 12:00.

Nine part time/full time staff work with the children. Five have early years qualifications.

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

How effective is the nursery education?

Ninfield and District Pre-school group provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Planning shows an understanding of the areas of learning but the effectiveness of monitoring and evaluating the planned learning intentions is limited with no clear link to the stepping stones. The children's assessments show informed observations of their progress. The methods used to encourage the older children are varied and appropriate. Three year olds are not always challenged appropriately and do not always have access to the same facilities. Children with special needs are supported and included well. Staff are consistent with clear expectations for good behaviour. The Cottage is very child centred with better opportunities for the self selection of play equipment than the hall.

The leadership and management is generally good. The committee supports the staff and with parents, all work together to develop the group. Training is valued. Staff are very clear about their roles and responsibilities. The newly introduced appraisal system helps evaluate teaching. Clear routines and procedures are in place. There is open communication with the supervisor, staff team and committee with regular meetings though no notes are kept. The plans are monitored to ensure that all areas of learning are covered though further detail relating to the stepping stones would benefit.

The partnership with parents is generally good. They receive a well presented prospectus and have access to the policies and procedures. They are informed of topics, with children bringing in a related item daily but are not given suggestions as to how they could support their child's learning at home. They discuss their child's progress with the staff, view assessment profiles and verbally share information.

What is being done well?

- Children's introduction to music is enhanced by having music and familiar songs playing in the background as they enter the hall. They are able to access a range of instruments in The Cottage during free play and discover different sounds. They are also introduced to traditional music of other countries during certain topics.
- The Cottage is child centred. The layout encourages play and learning in a homely environment. By having their own area and with the organisation of daily sessions the older children have a sense of pride in their continuing development.

- The use of different objects and tools during art and craftwork such as pipettes and toothbrushes develops hand-eye coordination. Allowing for greater free expression and imaginative work.
- The staff team are enthusiastic and very committed. They enjoy being at the group and get involved in the children's activities. They share ideas and learning from each other's training.

What needs to be improved?

- parental involvement in their child's learning
- monitoring and evaluation of activities to ensure that all aspects of the six areas of learning are equally covered
- challenges for children within the group, particularly the three year olds.

What has improved since the last inspection?

At the last inspection the group were given four issues for action. The action plan was not available but generally good progress has been made for all points.

They were asked to extend the planning system so that it specifies the learning intentions for each activity, linking daily activities more clearly to the medium-term topic plans. Planning has been extended and includes a daily focus activity with stated learning intentions. A list of regular activities is available, relating to the six areas of learning. It is agreed that the planning needs extending to cover the stepping stones to be more useful.

As requested an assessment process, the Stepping Forward profiles, has been introduced recently and this is intended to ensure that individual children's progress is recorded regularly in each of the six learning areas. Sessions are evaluated and this information is used to inform future planning. However notes of the meetings are not taken and it was agreed this would be very beneficial.

The plans for mathematics has been developed and now everyday situations and routines include more use of mathematics ideas and vocabulary.

Finally staff appraisals have been introduced that provide a system for the monitoring of teaching. Developmental needs for all staff are to be identified and followed up.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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All of the children are relaxed and aware of the daily routines. The older children show good concentration levels, taking turns and working with others. They generally behave well and respond to adults. They can access the toilets when they need to, however other opportunities for building independence such as putting coats on and pouring drinks are not encouraged. They can self select play activities and other resources in The Cottage, though this is limited by poor labelling.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children communicate very well with clear speech. They begin to link sounds and letters, particularly the older children. Some are very competent in recognising letters in their name. Most of the older children write good letter shapes freely. They all use books properly, the older ones enjoy group stories whilst the younger ones concentrate better in a one to one situation. Books are not always used to support activities. Children would benefit from better labelling of resources.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The majority of children are keen to count and most understand numbers. They are starting to develop an understanding of basic subtraction and addition. They like to use size language in their play. They enjoy making simple shapes in construction. They are not always sufficiently encouraged to use mathematics in solving practical problems. They are beginning to look at shapes and measuring in their play and during adult supported activities

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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They all show interest in the activities and with the available play resources. By creating a working telephone exchange they could experience how technology works. The older children learn about using computers and how to follow a simple programme. However this is not widely available for the three year olds. They all begin to develop an interest in the lives of others and of the wider world. The use of the garden for growing plants supports learning about the natural world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Most of the children move with confidence and control. They all thoroughly enjoy physical play and action songs. The outdoor area is used well with a range of play equipment. They miss the opportunity to observe and discuss how exercise affects them. Skills are well developed with the use of small tools to encourage their hand-eye coordination such as using peg hammering, cutting and pencil use. They use a wide range of tools, varied material and equipment in construction, art and crafts.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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They use musical instruments to explore sound and for enjoyment. They all participate in singing and action songs. They enjoy painting and have some free expression in art and craft work. They use a wide range of objects such as sponges and sellotape, as well as the usual brushes and pencils. They use their imagination during some role play, in taking bus journeys and travelling under the sea. They are not always encouraged to respond to experiences making use of all of their senses.

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

- encourage parents to be more involved in their child's learning
- develop plans to show how individual children's learning needs can be supported or extended further
- improve the monitoring and evaluation of activities to ensure that all aspects of the six areas of learning are equally covered.

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.