



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109593

DfES Number: 516011

INSPECTION DETAILS

Inspection Date	03/11/2004
Inspector Name	Sue Stuart

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Gabriels Pre-school
Setting Address	Keysworth Road Turlin Moor Poole Dorset BH16 5BH

REGISTERED PROVIDER DETAILS

Name	The Committee of St Gabriels Pre-School Committee 24740
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ORGANISATION DETAILS

Name	St Gabriels Pre-School Committee
Address	Keysworth Road Turlin Moor Poole Dorset BH16 5BH

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

St.Gabriels Pre-school is registered as a full day care provider and operates from a purpose built building, situated in Turlin Moor, near to the main town of Poole. The pre-school serves the local community.

There are currently 62 children from 2 to 5 years on roll. This includes 38 funded three-year-old children. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions on Monday, Tuesday and Thursday are from 09:00 to 15:00, and on Wednesday and Friday from 08:00 to 15:00pm. Children attend for a variety of sessions.

There are 10 permanent staff and an overall manager. The majority of staff hold a child care qualification or are currently receiving training. Staff are committed to ongoing training. The group work closely with the local 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?

St.Gabriels Pre-school is of good quality and children make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, and physical and creative development; and generally good progress in the other three areas of learning.

Teaching is generally good. Staff plan interesting topics that link through the learning programmes, such as creating self-portraits as part of a topic on ourselves. However, some learning opportunities for children are overlooked as short term plans do not show learning intentions. Staff are aware of how children learn and provide a variety of purposeful practical activities, for example making playdough. Staff work well with the children, but individual plans do not show the next stage of learning, and so children are not always challenged or their learning extended. Children behave well in response to the expectations and positive support of staff. The pre-school provides a good range of equipment and resources to support learning in all areas including those reflecting awareness of other cultures. The routine allows time for children to work individually with an adult, and to select their own activities. The organisation of furniture enables children to move freely around the rooms. A clear assessment system is in place.

Leadership and management are generally good. Much of the success of the pre-school is due to the partnership between the new committee and staff to improve standards. Staff work well together and are keen to develop their own skills. They assess their strengths and weaknesses well, but do not effectively evaluate and monitor the pre-school education programme.

The partnership with parents and carers is generally good. Parents are given clear information about the foundation stage curriculum. They are given some chances to be involved in their child's learning, and to discuss their progress and achievements.

What is being done well?

- Children's personal, social and emotional development is very good. Staff are caring providing positive role-models for the children. They promote good behaviour and encourage and praise children's efforts.
- A good range of appealing books, and regular visits to the library, give children good opportunities to learn about their environment, to express their thoughts and communicate their ideas in a variety of ways.
- Staff provide inviting topics to engage children's interests and efforts, in particular music and movement sessions, to ensure physical and creative development is very good.
- A good range of resources and equipment ensure that children's physical skills develop well.

What needs to be improved?

- the monitoring and evaluating of the nursery education programme
- the individual plans to show the next stage of learning for children
- the short term plans to show clear learning intentions to ensure learning is balanced across all six areas of the curriculum.

What has improved since the last inspection?

At the last inspection the pre-school agreed to extend children's knowledge of current achievements to plan the next stage in learning: for example writing their own names.

Generally good improvement has been made to the provision since the last inspection.

The pre-school plan opportunities for children to access writing materials freely and to work individually with an adult to develop their writing skills. However, the assessment plans do not record the next stage of learning. The improvements have made a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well with each other and adults as they share their experiences and ideas together during the sessions, for instance while drawing their families. They are motivated and are keen to join new activities. Children confidently work well on their own selecting and using items to develop independent learning. Children behave well, and show awareness of others as they share equipment. They take turns fairly for example, playing a lotto game. They demonstrate good personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversations with each other and with adults. They develop their listening and thinking skills from a variety of activities, for example discussing fishing with magnets. They choose and read books both for enjoyment and information. Children recognise their names, some are beginning to write them. However they do not always have daily to chances to recognise letter sounds and shapes. They practise writing for a variety of purposes, such as writing Christmas letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have some good opportunities to count and use numbers during every day situations. They are beginning to learn about addition and subtraction, for instance as they buy snack items. They learn to compare and match objects and to find out about size and shape through practical hands-on activities, such as sorting 'compare bears'. They handle a good selection of equipment to develop their understanding of number and mathematical language, for example playing with 3 dimensional dominos.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features in their environment, such as travelling on a bus to visit the library. However, they have few chances to independently explore and investigate natural objects. Children question how and why things work as they construct and make models. They frequently talk about past and present events in their own lives and the lives of others. They celebrate a variety of festivals to learn about other cultures. They use ICT to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and control during daily activities. They demonstrate awareness of space and co-ordination and respond to instructions, such as taking part in the parachute game. They have opportunities to climb and slide, and use ride on toys to develop their physical control. They are aware of body changes that happen when they are active. They have access to a wide range of equipment to develop their skills, handling a variety of tools and materials, such as moulding playdough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good practical opportunities to explore texture using a variety of art materials, for example, Christmas collages. They learn to identify and differentiate colours. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through dance and a range of pretend situations, such as domestic play with small world items. They have good chances to explore through their senses, for example feeling porridge and pasta.

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 short term plans to ensure the learning programme across all six areas of the curriculum is balanced
- develop the monitoring and evaluation of the nursery education programme.

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.