



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY233505

DfES Number:

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Sue Stuart

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Allington Pre-School
Setting Address Newton Tony Memorial Hall
Newton Tony
Salisbury
Wiltshire
SP4 0HF

REGISTERED PROVIDER DETAILS

Name The Committee of Allington Pre-School 1024449

ORGANISATION DETAILS

Name Allington Pre-School
Address Newton Tony Memorial Hall
Newton Tony
Salisbury
Wiltshire

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

Allington pre-school is situated in the rural village of Newton Tony, Wiltshire.

The pre-school is registered for children between two and five years. Currently there are 14 children on roll. This includes three funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special needs, and children with English as an additional language.

The group is open five days a week during school term times. Sessions are from 9.30 to 12.30.

The full-time manager and two part-time members of staff work with the children. The manager has the Pre-school Learning Alliance diploma and the other staff are working towards an early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership, and they are members of the Pre-school Learning Alliance.

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

How effective is the nursery education?

Allington Pre-school is of good quality and children are making generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, physical and creative development, and are making generally good progress in communication, language and literacy, mathematics and knowledge and understanding of the world.

Teaching is generally good. The key strength is the staff's support and encouragement of the children. As staff develop their knowledge and understanding of the early learning goals they will be able to contribute to the appealing and appropriate range of activities. Staff provide interesting and purposeful practical activities based on all six areas of learning. However, the programme lacks sufficient challenge for some children, particularly during whole group time. Children behave well in response to the high expectations and positive support of staff. The pre-school has a generally good range of equipment to support learning, for example creative art materials. The organisation of furniture and resources enables the children to choose and move freely around. The routine allows time for children to select their own activities and work individually with an adult.

Leadership and management are generally good. Much of the success of the setting is due to the strong partnership between the committee and play leader. This ensures a shared understanding of good early years practice. However, not all staff are involved in monitoring and evaluating the learning programme. Staff are keen to improve standards and develop their own skills.

The partnership with parents and carers is generally good. Parents are well informed about events and current topics. They are given opportunities to be involved and share in their child's learning, although there are limited opportunities to discuss their child's progress and achievement.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and able to work on their own. Behaviour is very good.
- Staff plan appropriate activities, which engage children's interests and efforts. They support and encourage children and are good role models.
- Staff make good use of children's experiences to help explore the natural world, learn about people and places and become familiar with their local area.

What needs to be improved?

- the opportunities for parents to discuss their child's achievements and progress
- the challenges in order to ensure they are appropriate for both three and four year olds, especially during large group times
- the children's understanding of other cultures and beliefs.

What has improved since the last inspection?

The nursery has made generally good improvement since the last inspection.

The physical development programme now ensures children have daily opportunities to participate in a planned activities to develop co-ordination, climbing and balancing skills.

Children have regular opportunities to explore sound, and use their imagination in music and dance.

Staff have attended multicultural workshops, however, the group provides limited opportunities for children to gain and increase their understanding of cultures and beliefs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their experiences and ideas and relate well with each other and adults, for instance while working on a floor puzzle. Children work well independently, are interested and involved in selecting and using equipment, for example choosing craft materials to decorate a Christmas card. They demonstrate good personal independence. children behave well, showing care and concern for others while playing and helping tidy up equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and engage easily in conversations with each other and with adults. They develop their reading skills as they read from a wide range of books. However, there are missed learning opportunities at story time. Children have many opportunities to link sounds to letters, for instance a group examining pictures beginning with 'l'. Most children recognise their names and some can write their names. They make marks and practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count and use numbers during every day activities. They are beginning to learn to relate addition and subtraction for example, using money to buy priced items. They learn about shape, size and position using appropriate equipment. However, there are limited opportunities to develop mathematical language to compare objects for example while constructing the georello shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about features of their environment in a variety of ways, for instance visiting a local farm. They frequently talk about the past and present events in their own lives and about the lives of others. They construct models using a variety of items, however there were missed opportunities to investigate objects to develop their understanding of how things work. Children use ICT resources to support their learning. They have limited use of resources to help learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn how to move confidently with control and co-ordination, and to show awareness of space, for instance practising the nativity play. Photographs show children balancing and climbing. They have a wide range of equipment to develop their physical skills. They handle a variety of tools and materials, for example to create collage pictures they use scissors and glue, and they use pasta to pour and scoop. Topic work on teeth has helped children learn about their own physical needs.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to learn and explore through their senses, using a variety of creative art materials, in both two and three dimensions such as making models. Children use musical instruments and join in Christmas action songs with enjoyment. They respond to taped music, moving freely. They express their ideas and imagination through a good range of role-play activities, for instance a group of boys involved in extinguishing a fire using mobile phone to conduct operations.

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

- provide opportunities to inform parents about their child's achievements and progress
- provide appropriate challenges for both three and four-year-old 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.