



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131558

DfES Number: 521833

INSPECTION DETAILS

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| Inspection Date | 02/02/2005 |
| Inspector Name | Loraine Wardlaw |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Somerset Road Pre-School |
| Setting Address | Somerset Road Portswood Southampton Hampshire SO17 3AA |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Somerset Road Pre-School |
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ORGANISATION DETAILS

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| Name | Somerset Road Pre-School |
| Address | Somerset Road Southampton Hampshire SO17 3AA |

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

Somerset Road Pre-school opened in 1979. The pre-school operates from a room within Portswood Primary school, which is located in the suburb of Portswood, Southampton. The pre-school serves the local community and surrounding areas. The pre-school is run by a voluntary management committee.

There are currently 41 children from two years nine months to five years on roll. This includes 24 funded three year olds, and five funded four year olds. The setting supports a number of children who have English as an additional language, and support children with special needs.

The group opens five morning sessions a week during school term times. Sessions are from 09:15 - 11:45 .

Seven part time staff work with the children. Six staff have early years qualifications to National Vocational level two or three. The pre-schools receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Somerset Road pre-school provision is of good quality. Children are making generally good progress towards the early learning goals in mathematical and physical development and very good progress in the other four areas of learning.

The quality of teaching overall is generally good, but with some very good aspects. Staff are very committed practitioners, who make good use of time, space and resources to create an exciting environment. There is a high emphasis on learning through play. Staff interact very effectively with children and overall have a generally secure knowledge of the Foundation Stage curriculum. Staff who are less secure in a particular aspect of the curriculum miss learning opportunities with children. Planning covers all curriculum areas, but not all aspects and targets individual children's learning needs. Plans are well implemented and shows clearly the learning intentions linked to stepping stones. The assessment system successfully charts children's progress across the majority of the stepping stones and informs the planning. Staff know the code of practice for Special Educational Needs and meet the learning needs of children for whom English is an additional language, well.

The quality of leadership and management is generally good. The supervisor has a clearly defined role and organises the staff and sessions effectively. Staff work well as a team; they regularly meet to plan the curriculum and discuss assessments, to feedback training and continually improve their practice. The monitoring system does not effectively identify the weaknesses in the teaching.

The partnership with parents is very good. Parents have access to clearly presented information through a notice board, regular newsletters and a parents file. Parents talk very positively about the setting and are wholly encouraged to be involved in their child's learning experience.

What is being done well?

- Staff have an excellent understanding of how children learn. They create a stimulating environment, both inside and outside. Staff plan a range of exciting, practical activities which engage and sustain children's interest, contributing greatly to their personal, social and emotional development.
- Children develop very good skills in designing and making models both on a small and large scale. They select, confidently, from an imaginative variety of recyclable materials and are very proud of their achievements. For example, a child independently makes a very recognisable fire engine with windows, ladder and hose which she paints red.
- Children are making very good progress in communication language and literacy development. Staff use their skills effectively to encourage children to think and to have a good understanding of favourite stories, which they often

link to other activities. For example, during 'The whale and the snail' week children make a fire engine which features in the story, make snail trails with their fingers in the gloop and make and paint snails out of play dough.

- The programme for knowledge and understanding of the world is particularly strong. There is very good emphasis and topic work on children appreciating the outdoor world and exploring and investigating materials such as soil, rice, lentils, ice in water.
- Partnership with parents is very strong. Parents respond very well to the rota and are enthusiastic when helping in the group, which gives them a good insight into how children learn through play. Staff build successful relationships with parents, who are well informed and happy about their child's progress.

What needs to be improved?

- the staff's confidence to introduce children to number problems, and to encourage the more able child to solve them in the continuous curriculum and in target activities.
- the opportunity for children to learn about healthy issues and bodily awareness.
- the monitoring of the curriculum delivered, to ensure that staff are secure in their knowledge of all aspects and are able to support children in all areas of the curriculum.

What has improved since the last inspection?

Somerset Road Pre-school has made very good progress since the last inspection. Two points for consideration were identified and these have been successfully addressed.

The first was to consider the grouping of children for different activities. The setting have number cards on tables to indicate how many children can take part in the activity. This enables staff to focus on the varying needs of both the four year old and the three year old. Also target activities were introduced after milk time. Staff identify a child or children from their key group who need a specific activity to help them progress along the stepping stones in any given area. Other children join in as appropriate. The second was to consider how to maintain the attention of both three and four year olds during whole group teaching times. Staff now keep whole group times quite short and pitch questions appropriately to meet the varying learning needs of both the three and four year old.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to participate in learning activities and remain well motivated throughout the session. They develop high levels of confidence and display a good sense of achievement. Children form good relationships with their peers and with adults. They are very well behaved and know the routine and behavioural expectations of the group. Children confidently select their own activities and are developing in personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators and respond well to adults questions. They talk through their ideas and are able to give their opinions. Children take part in good rhyming activities and the more able child can link sounds and letters of the alphabet. They recognise their names, and enjoy a good variety of books; some of which they can re-tell to their peers. Children have a wealth of opportunities that require hand-eye co-ordination and some can form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count and recognise numerals. They use language to describe size, shapes and patterns. Children take part in numbers songs. Children are insufficiently encouraged by the majority of staff to be aware of and to solve simple number problems in the continuous curriculum and in target activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to experiment and to find out about living things. They confidently build and design with recyclable materials and plastic construction sets. Children use everyday technology such as the telephone or tape recorder. They have a good sense of time through discussion about the calendar. Children learn about the local features of the community and take part in exciting activities which help them learn about their own culture and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident climbers and move with control and co-ordination when using the tricycles and two wheeled scooters. They show a good awareness of space. Children use a good variety of equipment regularly such as stilts, bean bags, trampoline, hopscotch, goal net and parachute. They confidently use scissors, play dough cutters, tools when printing and malleable materials using their fingers. Children are insufficiently encouraged to learn about healthy issues and bodily awareness.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| Children take part in exciting art and craft activities in which they explore colour, texture, shape and form. They regularly use musical instruments and clap out the syllables of their names. Children use their imaginations well, when making up their own role play games, particularly outside. They have a wealth of opportunity to use all their senses. For example they play with jelly and make their own play dough. | |
| 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

- improve staff's confidence to introduce children to number problems, and to encourage the more able child to solve them in the continuous curriculum and in target activities.
- increase the opportunity for children to learn about healthy issues and bodily awareness.
- monitor the curriculum delivered, to ensure that staff are secure in their knowledge of all aspects and are able to support children in all areas of the curriculum.

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.