



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY216580

DfES Number: 518001

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Lynne Stephanie Bowden

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Nancledra Pre-School
Setting Address Towednack & Nancledra Community Hall
Nancledra
Penzance
Cornwall
TR20 8NB

REGISTERED PROVIDER DETAILS

Name Nancledra Pre-School 1049149

ORGANISATION DETAILS

Name Nancledra Pre-School
Address Townednack & Nancledra Community Hall
Nancledra
Penzance
Cornwall
TR20 8NB

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

Nancledra Pre-School is a committee run group. It opened in 2002 and operates from a room in Towednack and Nancledra Community Hall. It is situated near Towednack. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open Monday, Tuesday, Wednesday and Friday from 9:00 until 11:30 during term times only. All children share access to a secure enclosed play area.

There are currently 20 children from two to five years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchment area.

The setting employs two staff, and both have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership. The setting is a member 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?

Nancedra Pre-school provides good-quality nursery education overall, which enables children to make generally good progress towards all of the early learning goals in all six areas of learning. Children behaviour is good and they show good levels of enthusiasm and enjoyment during most activities.

The quality of teaching is generally good. The session is well balanced and paced, so that children are able to complete activities and do not lose interest. Staff skilfully question children at all activities, encouraging children to consider their answers and possible outcomes. Staff provide positive role models and manage children's behaviour well. Staff clearly explain what is expected at the setting. Staff do not always develop activities to provide appropriate challenge to older children. Some activities are too adult led, as a result children observe activities, rather than be actively involved themselves. Staff miss opportunities to reinforce skills and learning in meaningful ways, such as during snack times.

Leadership and management of the setting is generally good. Staff work well together, along with parent helpers. Though, the committee are supportive of the training and development of the staff team, there are no systems of staff appraisal.

Partnership with parents is generally good. Parents are encouraged to participate in the setting and their children's education. Though initial profiles are not used to involved parents from the start, the regular meetings that are held with parents are effectively used to discuss children's progress.

What is being done well?

- Staff manage children's behaviour well. They give clear explanations of what is expected, quietly and gently correcting children. Staff are positive role models. They consistently reward positive behaviour with attention and praise.
- Staff meet weekly to plan activities, based on their observations. They and parent helpers work well together, to make sure the sessions run smoothly.
- Parents are encouraged to be involved in the setting and in their children's learning. Regular meetings are arranged between parents and children to discuss children's progress and identify learning targets. Parents value the welcoming and inclusive atmosphere of the setting.

What needs to be improved?

- the regular use of daily routines to reinforce and develop children's learning in meaningful ways, in particular in the areas of communication, language and

literacy, and in mathematics.

- the planning of activities to ensure children are purposefully engaged and are able to develop their own skills in designing, making and creating.
- the opportunities for children to make choices and select their own resources.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show interest and good levels of concentration. They participate well in circle time and confidently talk about their home experiences. Some children have formed good friendships. Children are aware of appropriate behaviour and wait to take turns. Staff select resources and set out activities before and during the session. As a result children have few opportunities to select resources for themselves, or develop their abilities to make choices, or personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children take turns as they speak and listen to each other and adults. They listen to and follow instructions. Children recognise the initial letters and sounds of each other's names. They attempt to write their own names and some are able to form recognisable letters. Daily routines such as snack time are not regularly used to effectively reinforce learning in this area. There is insufficient challenge for more able children to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Younger children are learning to count up to 10 and older children do so with confidence. Children successfully sort objects by colour and are beginning to observe and compare sizes. Children are able to add two groups of objects together and are beginning to try to add three groups together. However, daily routines such as snack time are not regularly used to effectively reinforce learning in this area, in particular for counting and calculating skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore their own environment and learn about their own and different cultures. During the making of play dough, children observe changes that occur and can discuss the differences that they see. Children enjoy learning to program and use programmable toys. However, children are not engaged in hands on experiences. Children watch as staff cut and construct paper models; as a result children are not developing their own designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children manoeuvre confidently around each other, on wheeled toys. They are able to vary speeds and direction following instruction. Children use a variety of small tools such as toy spanners and screwdrivers on large construction toys. Older and more able children demonstrate good climbing and balancing skills. However, staff do not plan for younger children to have regular use of climbing equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enthusiastically join in with familiar songs, they enjoy adapting to personalise the words. Children listen to, are able to compare and enjoy dancing to a variety of styles of music. Some children use their imagination well whilst making toys and objects from construction resources. Whilst there are some pictures on display created by the children, staff do not plan for children to have regular opportunities to explore colour, texture, shape or form with a range of media and materials.

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 the regular use of daily routines to reinforce and develop children's learning in meaningful ways, in particular in the areas of communication, language and literacy, and in mathematics.
- improve the planning of activities to ensure children are purposefully engaged and are able to develop their own skills in designing, making and creating.
- provide more opportunities for children to make choices and select their own resources.

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.