



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113845

DfES Number: 520989

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Joanne Aram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Yarburgh Community Pre-School
Setting Address Highfield Road
East Grinstead
West Sussex
RH19 2DX

REGISTERED PROVIDER DETAILS

Name The Committee of Yarburgh Community Pre-School

ORGANISATION DETAILS

Name Yarburgh Community Pre-School
Address Highfield Road
East Grinstead
West Sussex
RH19 2DX

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

Registered charity number: 1025289

Yarburgh Community Pre-school is managed by a parent committee.

The premises is a purpose built bungalow with a garden, in the grounds of Yarburgh House.

The facility opens Monday to Friday, 9:15 am to 12:15 pm, and offers afternoon sessions, Tuesday, Wednesday and Thursday 13:00 to 15:30hrs and Monday when the need arises, term time only.

They are registered to look after 24 children aged under five years and over two years. There 34 children attending who are in receipt of nurery education funding.

There are nine members of staff.

Children from the surrounding area attend the play group.

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

How effective is the nursery education?

The provision for nursery education at Yarborough Community Pre-school is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Progress in knowledge and understanding of the world, physical and creative development is very good.

Teaching is generally good. This has a positive impact on children's learning. Children with special educational needs are effectively supported to progress. Systems are in place to support children who have English as an additional language. Children achieve most when staff question effectively and make suggestions as to what children should do next. Children's records support planning, which ensures all children are progressing through the stepping stones. However not all staff encourage children to use activities purposefully to attain the outcomes intended resulting in insufficient challenge for some children. Children who do not attend the specific sessions in their last term before school have limited opportunities to practice their writing skills or use mathematical processes such as addition and subtraction in practical activities.

Leadership and management is very good. The keen parent managers ensure the setting has everything it needs to progress children's learning. The supervisor is a strong leader. She deploys staff appropriately both in plans and when children need extra support. Meetings are held to assess the provision and the supervisor is able to see where improvements could be made to progress children's learning more effectively. There is a strong commitment to improvement through staff training and the achievement of a kite mark.

Partnership with parents is very good. This has a positive effect on the children's learning. Through consultation mornings the staff get to know more about the children they are working with. Parents have good information about the setting and what their children are learning so that they can continue their learning at home.

What is being done well?

- Children are aware of the rules and procedures of the setting and generally co-operate well.
- They have independence in personal care and can choose appropriate resources for the activities they initiate, especially role play scenarios.
- Children listen carefully and contribute appropriately in large group activities, like story and news. Children with special educational needs relative to speech and language delay are progressing well with the support they receive.
- Children explore and investigate carefully especially using all their senses to

explore cooking ingredients and responding appropriately.

- Children show a keen awareness of a healthy lifestyle and of the effects of exercise on their bodies, even checking each others pulses.
- Children move safely, with confidence and control and show considerable manual dexterity in the use of a wide range of tools. They manipulate playdough adeptly and imaginatively using modelling quills. They uses brushes and spatulas successfully to create a wide range of imaginative art work.

What needs to be improved?

- support for children's perseverance to complete activities using resources appropriately to reach outcomes and targets with sufficient challenge being made for all children;
- provision of activities to develop writing skills for all 3 and 4-year-olds;
- introduction of children, through practical activities, to mathematical processes of addition and subtraction in all sessions attended by 3 and 4-year-olds

What has improved since the last inspection?

Improvement since the last inspection is very good and no issues from then need to be carried forward.

At the last inspection the setting was required to strengthen the programme for communication, language and literacy by providing regular opportunities to recognise letters of the alphabet by shape and sound. Provide children with more opportunities to associate sounds with patterns in rhymes, with syllables and with words and letters.

Regular opportunities are now provided for children to become familiar with and recognise letters by shape and sound through charts and letters of the week table used in large group sessions and informally with child initiation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enter the group confidently and settle quickly at a chosen activity. Children take turns and share, passing the ingredients to smell when cooking. Children are generally aware of the rules and procedures of the setting. They tidy up and sit on the mat as routine dictates. Children have independence in personal care and select resources for their self-initiated activities in role play. The only weakness is that not all children persevere to complete activities appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to stories and rhymes and contribute appropriately at news time. Children with special educational needs relative to speech and language delay are progressing with good support. Children are showing a good awareness of the shapes and sounds of letters in the letter of the week activities. Children recognise their names. Children are not developing their writing as appropriate activities are only available in the last term before school at specific sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are competent in counting and recognise numbers to ten. Children are able to recreate simple patterns, as on pegboards. Children use appropriate language to note position, size and quantities as in the mini-market role play and cooking activities. They count, sort and record their findings as shown by a block graph of their eye colours. However children show little awareness, in practical activities, of mathematical processes, such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore items, such as cooking ingredients, with interest and are keen to see how they change when heated. They investigate appropriately using all senses. This has been heightened during the Senses topic. Children design and model well using a variety of construction kits and other materials. Children are developing a good sense of time, through news time and of their community, through outings and visitors. Children are becoming familiar with the beliefs and customs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good control of their bodies. They move confidently and safely with an awareness of space on foot and on wheeled toys. Children show an awareness of healthy living, washing their hands before cooking. They are also aware of the effects of exercise on their bodies. They realise that they will not be cold outside if they move around. They feel pulses. Children are able to efficiently use a range of large and small equipment. Children are adept at handling a wide range of tools.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children successfully use a wide range of colours, materials and techniques in their art work. They join in to sing simple songs and do actions to them with obvious enjoyment. Children use their imaginations especially well in role play which is often child-initiated, like a birthday party and coffee time. They pretend to be the animals in a story read to them. Children are responding especially well to what they perceive through all their senses especially during the Senses project.

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 strategies to encourage children to complete activities using resources appropriately to reach outcomes and targets with sufficient challenges being made for all children;
- introduce writing activities to all sessions attended by 3 and 4-year-olds;
- through practical activities introduce mathematical processes like addition and subtraction in all sessions attended by 3 and 4-year-olds.

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.