



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400352

DfES Number: 520631

INSPECTION DETAILS

Inspection Date 24/09/2002
Inspector Name Sue Pepper

SETTING DETAILS

Setting Name Kirkby Malzeard Pre-School
Setting Address Kirkby Malzeard Church of England Primary School
Kirkby Malzeard
North Yorkshire
HG4 3RT

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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

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

How effective is the nursery education?

The children are making very good progress in mathematical, personal social, physical, communication and language. Although points for consideration have been identified in creative and knowledge and understanding of the world, children are still making generally good progress in these two areas. The quality of teaching is very good. Staff have high expectations of the children and they have good knowledge of how children learn. Staff are well deployed and work hard as a team. They have caring attitudes and use a good level of dialogue with the children to extend their thinking. Very good systems are in place to monitor, plan and assess children's individual learning. Leadership and management within the setting is very good. Staff have a clear understanding of their role and responsibilities within the setting. Procedures are in place to ensure that the staff employed by management are committed to care and education. Very good relationships have been established with parents and carers which has a positive impact on the children's learning.

What is being done well?

Staff and management work hard and are able to address issues to ensure children are able to reach their full potential within the early learning goals before they leave the setting. Teaching is of a very good standard. Staff have good knowledge of the early learning goals and early years curriculum, plus the individual needs of the children in their care. Leadership and management is strong. Both staff and management are committed to the care and education of children within the setting and are keen to address any actions raised to improve the quality of education. Partnership with parents is very strong, parents are clearly welcome in the nursery. They are given a good amount of information about the pre-school, and have open access to their own child's records and are invited to share in the assessments of their children.

What needs to be improved?

Children's independence in selecting their own resources in the creative areas. Use resources to encourage older children to begin to record their mathematics through graphs and charts. Resources should be made regularly available to give children opportunities to explore and question issues of differences in ethnicity, religion, culture and ability.

What has improved since the last inspection?

Partnership with parents is now very strong. A CD rom has enable the setting to develop educational programmes on the computer

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Children make very good progress in personal, social and emotional development. Staff place strong emphasis on developing good social skills and manners. Children's behaviour is very good and they concentrate well on given tasks. Good opportunities are provided for children to care for and learn about the environment. The children are confident to express a range of feelings and opinions. Planning ensures children are able to celebrate their own cultures and beliefs.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
<p>Children make very good progress in communication, language and literacy. Speaking and listening skills are encouraged by staff asking the children to explain their thinking. The children enjoy books and listen avidly to stories. Children learn new words in relation to planned activities and can explain themselves confidently. Staff help children to understand how print is organised in books and set appropriate challenges for older children to develop their writing skills.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children make very good progress in mathematical development. The staff plan a broad range of practical activities to promote understanding of shape and number. Number patterns are on display throughout the setting. Children are confident in addition and subtraction. Mathematical language is explored by use of effective computer programmes. Staff should consider incorporating the use of graphs and charts to re-enforce mathematical thinking, particularly for the older children.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
<p>Children make very good progress in knowledge and understanding of the world. Planning ensures that the children have access to a variety of experiences relating to family structures and the natural environment. Children are encouraged to experiment with construction and model making, and are confident in the use of IT technology. Children gain an understanding of their own cultures as well as others, however these opportunities need to be incorporated into the provision on a more regular basis.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress in physical development. Children develop climbing, balancing skills on a wide range of apparatus. Staff introduce the language of movement alongside children's actions. Planned activities encourage children to move rhythmically to music, and staff encourage and provide resources to help to develop children develop their fine motor skills. Planned activities allow children to</p>	

understand their own bodies and the need to keep healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. Staff ensure that good, varied resources are provided particularly in the role play area. Children have access to a good range of musical instruments. Planned activities ensure children are able to explore textures and colours. However, consideration should be given to ensure art and craft materials are made more freely available to give children the opportunity to further develop their own ideas.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but consideration should be given to improving the following: Increase children's independence to select their own resources in the creative area. Use resources to encourage older children to begin to record their mathematics. Ensure resources are made regularly available to give children opportunities to explore and question issues of differences in ethnicity, religion, culture and ability.