



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 106212

DfES Number: 520216

### INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Heather Morgan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	South Brent Pre-School
Setting Address	School House, Totnes Road South Brent Devon TQ10 9BP

### REGISTERED PROVIDER DETAILS

Name	South Brent Pre-School 1019037
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### ORGANISATION DETAILS

Name	South Brent Pre-School
Address	Totnes Road South Brent Totnes Devon TQ10 9PJ

## 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

South Brent Pre-school has been established for over 20 years, and is located in the centre of South Brent. Most children attending live in the village or surrounding rural areas.

The pre-school occupies rooms within The Old School Centre. The group has sole use of a main play room, creative play room, toilets, kitchen, and enclosed playground, and shared use of the hall. The pre-school also offers parent and toddler sessions, when parents accompany their children.

The pre-school is open on Mondays to Fridays during school term time, from 09:15 to 11:45. A lunch club runs at the end of every session, until 13:00. There are currently 46 children on roll, 33 of whom receive nursery education funding.

The pre-school is managed by a parents' committee, and six members of staff are employed. One is a qualified teacher and three have early years qualifications. They receive support from the Early years Development and Childcare Partnership.

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

### How effective is the nursery education?

South Brent Pre-school provides high quality nursery education and children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is very good. Staff have a clear understanding of how activities support children's learning and progress towards the early learning goals. Plans show how all areas of the curriculum are covered and how individual children's learning is supported. There is a good balance between child-initiated and adult led-activities. Staff are deployed well to support children's play both indoors and outdoors and interact well with them. They use open-ended questioning to extend children's learning. Staff observe and assess children's progress and meet regularly to share this information and use it to plan activities that build on what children already know and can do. Assessment records demonstrate how children are progressing, but staff have correctly identified the need to further develop their systems to make closer links with the stepping stones and to exchange information more regularly with parents.

Leadership and management are very good. The committee support staff well by monitoring and evaluating provision, for example through staff appraisal and taking steps to address identified areas for improvement. The person in charge provides good guidance and support for other staff and closely monitors delivery of the planned curriculum to ensure that learning objectives are met. All staff have a good commitment to improvement, access regular training and respond well to suggestions for development of good practice.

Partnership with parents is very good overall. They have access to a wide range of information about the group's activities. They have opportunities to participate in their children's learning by sharing books at home and helping at sessions or contributing to themed activities.

### What is being done well?

- Staff work well together and plan a balanced curriculum that supports learning in all six areas of the curriculum.
- Children have good opportunities to choose from a wide range of activities at each session.
- Good emphasis is placed on supporting and encouraging children's independence.
- Children are developing a good awareness of their local community by participating in local events and regularly visiting the village.

**What needs to be improved?**

- assessment records, to more clearly demonstrate children's progress along the stepping stones and to share information with parents and include their contributions.

**What has improved since the last inspection?**

Since the last inspection the pre-school has made very good progress in addressing the two key issues that were raised. They have made the children's assessment records more personal by including photographs and examples of their work. They are still developing their recording systems and will soon be producing termly reports for each child. They now provide a wealth of information for parents regarding the early learning goals, for example, they display plans that demonstrate how activities support learning in each of the six areas, they display information about how regular activities support progress towards early learning goals and they provide leaflets containing more details about the Foundation Stage curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settle well, participate enthusiastically and are excited and motivated to try new activities. They are independent and can manage tasks such as mixing paint themselves. They are confident and able to make appropriate choices when choosing from and using the wide range of resources available, or deciding to play indoors or outdoors. They have a good sense of community and regularly participate in local events. They visit the local shops and conservation area.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and initiate conversations with their peers and adults, using their developing vocabulary well. They use language well to organise their thoughts and plan their play, for example during role-play. They enjoy writing for different purposes, such as labelling their work or making notes; many can form the letters of their name correctly. They enjoy listening to stories and looking at books and are beginning to recognise familiar words, such as their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and spontaneously, for example, counting how many muffins they have made or how many scoops of paint and water they need. They are beginning to perform simple number tasks such as adding one or taking one away when singing familiar number songs and rhymes. They use a range of resources like spoons to compare sizes. When cooking, they weigh ingredients, create and repeat patterns and use appropriate language to describe shape and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through themed activities children have many opportunities to explore, investigate and handle natural and made objects, learn about their own and the wider environment and work out for themselves how things happen and why they work. They use different construction materials to design and build models and are learning to perform simple operations such as mouse control to access computer programs. They can sequence events in their lives and use appropriate language to describe the passage of time.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have regular opportunities to exercise their large muscles both indoors and outdoors. They have access to a range of equipment to develop specific skills such as climbing, balancing, throwing and catching. They control their movements well, for example, stopping and starting safely when dancing or manoeuvring wheeled toys. They regularly handle a wide range of small resources and can use tools such as knives, dough cutters and scissors with increasing control and safety.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children freely access a wide range of resources to explore texture and colour; play areas are decorated with lively examples of their work in two and three dimensions, for example portraits, collage pictures and still life representations. Children enjoy singing and dancing and use their voices and instruments to explore rhythm and pitch. Children engage in imaginative small world and role-play, using different resources and incorporating the ideas of others to extend and develop their stories.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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 considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop systems for recording children's progress towards the early learning goals; ensure that parents access the records regularly and have opportunities to contribute to them.

*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.*