



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127386

DfES Number: 512715

INSPECTION DETAILS

Inspection Date 16/06/2004
Inspector Name Jane Wakelen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Molly's Pre-School
Setting Address Main Road
Longfield
Kent
DA3 7PW

REGISTERED PROVIDER DETAILS

Name Mrs Nicola Ann Ewen

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

Molly's Pre-School is a privately run setting, which first opened in 1966. The present owner took over the ownership in 2001. The pre-school is situated on the outskirts of the rural town of Longfield, close to Dartford in Kent. The pre-school occupies premises within Langafel Church of England School and occupies a large classroom. The pre-school also has use of a music room.

The children who attend reflect the social and cultural mix of the local community.

There are currently 71 children from 2 and half to 5 years on roll. This includes 27 funded three year-olds and 30 funded four year-olds. Children attend for a variety of sessions. The setting currently supports two children with special educational needs and one child with English as an additional language.

The pre-school is open each weekday morning from 9.00am to 12 noon, during term time. The pre-school provides three additional 'rising five' sessions, which start with one session in the Autumn term, two in the spring term and three from the summer term. These operate from 1.15pm to 3.45pm on a Tuesday, Wednesday and Thursday.

There are 10 pre-school staff who work with the children on a rota basis including the owner, 4 of whom hold appropriate early qualifications. Three members of staff hope to start an NVQ II in Early Years, through the Profit for Learning scheme.

The pre-school is a member of the Pre-School Learning Alliance and have received help and support from a qualified teacher through 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?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is very good. Staff are well motivated and enthusiastic. They build good relationships with the children and manage the children well. They plan a variety of themes, providing new experiences for the children and different activities to extend their language skills and knowledge. Staff make maximum use of indoor and outdoor space, allowing children free movement between the two, using resources effectively to link into the areas of the curriculum.

Staff have a secure understanding of the Early Learning Goals and use the stepping stones within the plans, to enable the transfer of information from their observations of the individual children, to their assessment records. The assessment records are then used to inform the planning for the next steps in the children's development.

The leadership and management of the group is very good. The owner of the group has built up a team of committed staff who work well as a team in all aspects of their work. The owner constantly reviews the planning and implementation of the curriculum, working alongside the staff to ensure teaching opportunities are not missed and that children are given a varied, balanced curriculum.

Partnership with parents is very good. Parents are regularly informed about nursery events and notices via a newsletter. Parents are invited into the provision to help on a rota basis, or to share their expertise or skills in a particular area related to the theme. Assessment records are available on request, with a more formal time arranged to discuss the record of transfer, when the children move to school.

What is being done well?

- Children's physical skills are promoted fully by good use of a variety of large and small equipment both indoors and outdoors on a daily basis.
- Staff provide a good variety of opportunities and activities to promote children's knowledge of the natural world and provide tools, resources and natural materials to allow children to experiment and explore.
- Leadership and management of the group is excellent. The owner has established a staff team who are motivated and work well as part of a team, providing a service, which is constantly monitored to ensure a balanced curriculum is provided.
- Children's personal, social and emotional development is very good. They are confident learners, well motivated and show excellent concentration skills.

What needs to be improved?

- the planning to reflect the opportunities given to the children and to record the festivals the children will partake in
- the provision of activities to provide a challenge for the more able children, building on their existing knowledge
- the provision of opportunities for children to view the written word and recognize familiar words used on a regular basis

What has improved since the last inspection?

The provision has made very good progress since the last inspection. There was one key issue raised at the previous inspection in May, 1999.

The group were asked to further develop the system of recording assessment to reflect the six areas of learning, ensuring that all aspects were covered. This information should then be used to inform the planning of the activities.

This issue has been fully addressed and the planning includes the stepping stones and the aspects under the six areas of learning. Staff then work together with the supervisor using the assessments of the children's progress to plan for the following week.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are good listeners, confident learners and show personal independence, such as changing their shoes at home time. Children work well in small and large groups, taking turns and show good concentration skills in adult-led and self-chosen activities. Children's behaviour is good, they care for each other and offer help, such as carrying gym mats to put them away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories and sharing books with each other. They are encouraged to expand their language skills through conversations with staff and effective questioning. Children are given regular opportunities to learn the letters of the alphabet and bring objects from home linking the initial sound. They have mark-making opportunities throughout the session, although this is not always fully promoted.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to count on a one-to-one basis or from a group and are beginning to learn the concepts of addition and subtraction. Children sing number rhymes and use fingers and children to help their understanding of concept of number. Children thread beads using sequencing cards, order by size, such as compare bears and label 2D shapes. Children construct using 3D shapes, but are not familiar with 3D names.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given good opportunities to explore and experiment using natural resources, such as sand and water. They use a variety of materials and resources to create an end product using tools with co-ordination and skill. Children learn about the natural world, grow seeds and celebrate different festivals from around the world. They have regular use of computers to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy opportunities for physical play both indoors and outdoors, learning skills such as balancing, climbing and using peddles on a tricycle. They learn spatial awareness, negotiating space when on the sit and ride toys and learn forces such as pull and push, when using the large trolley. Children build using small and large bricks developing hand/eye co-ordination. They develop fine motor skills using scissors, threading beads and manipulating the dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination through role play, such as building a castle with bricks or using the home corner. They dress up as animals or fairytale characters and act out their favourite stories. Children enjoy painting activities through a variety of resources, such as toothbrushes for painting and create an end product using recycled materials and collage. They listen to music and learn the names of instruments and how they are played.

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 were no key issues but two points for consideration for improvement were identified.
- improve planning detail to reflect festivals, events and activities offered to children and what children are expected to learn from them
- ensure all children are given activities that extend their skills, provide a challenge and encourage recognition of familiar words and signs in everyday routines.

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.