



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141097

DfES Number: 525005

INSPECTION DETAILS

Inspection Date	11/02/2004
Inspector Name	Pamela Woodhouse

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Downlands Pre-School Cygnets
Setting Address	College Road Blandford Camp Blandford Forum Dorset DT11 8BG

REGISTERED PROVIDER DETAILS

Name	The Committee of Downlands Pre-School Cygnets Committee
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ORGANISATION DETAILS

Name	Downlands Pre-School Cygnets Committee
Address	College Road Blandford Camp Blandford Forum Dorset DT11 8BG

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

Downlands Pre-School Cygnets opened in 1992. It operates in a large room on the premises of Downlands First School within Blandford Camp. The group also have use of the school hall and playground. The group serves the children of service personnel.

There are currently 26 children from three to five years on roll. This includes nine funded three year olds and five four year olds. Children attend for a variety of sessions. The group supports children with special needs and those for whom English is an additional language.

The group opens five days a week during term times. Sessions are from 9.00 until 12.00 and 12:00 until 15:00 with some children remaining for the lunch time period.

The registration does not include overnight care.

Five full time staff work with the children. Two members of staff have an early years qualification and three are currently working towards a recognised qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Downlands Pre-school Cygnets offers high quality education where children are making very good progress towards the early learning goals.

Teaching is very good and staff work well together. They have a very good knowledge of the early learning goals and evaluate plans and activities to ensure that children are progressing appropriately in each area of learning. They regularly observe and assess the children and record and monitor their progress which they then use to influence the next steps in the children's learning.

There is a good range of free choice and adult led activities every day, however, sometimes, when children use the free choice activities, they are unable to complete their chosen activity to their satisfaction because they are moved on or they are unable to join in with the adult led activity because it is not their turn.

Staff use effective teaching methods which meet the needs of all children. They encourage children's curiosity and enthusiasm for learning, for example, by encouraging them to solve problems, asking questions which make them think and praising them for their achievements. Children with special educational needs and those for whom English is an additional language are very well supported.

Leadership and management is very good. The management team support staff and actively encourage and assist them to increase their skills through training. They monitor and assess the provision through regular staff team meetings, appraisals and action plans. An example being the recent identification of the need to update technology resources.

Partnership with parents is very good. They are provided with good information about the setting which can be translated into other languages, for example, Nepalese and German. Parents are encouraged to share information about their child and are invited to be involved in their learning through informal parent interviews, daily contact and representing parents on the management committee.

What is being done well?

- Children's personal, social and emotional development is excellent. They form very good relationships with their peers and adults and are confident and interested in what they do.
- Children are introduced to language and number in all play situations. As a result they are confident speakers, have a good concept of mathematics and have very good communication and number skills.
- Staff have a clear understanding of the early learning goals, plan challenging activities and use effective methods of teaching which encourage children's

curiosity and aids their learning in ways which are exciting and interesting to them.

- The management are closely involved with all aspects of the setting. They continually monitor and evaluate the provision and also the progress that the children are making. This means that planning for children's individual progress meets their needs appropriately.

What needs to be improved?

- the balance between adult led and free choice activities.

What has improved since the last inspection?

Plans have been extended to include details about each activity, the learning objective and the resources required to complete the activity. This means that activities link very clearly to the early learning goals.

Deployment of staff now ensures that at least two members of staff are not actively involved in the planned activities. This means that they are free to assist and support children who are not involved in the adult led activities.

Sharing of information with parents about their children's progress is improved by inviting them to share in their children's learning and improving the quality of home/pre-school contact. This means that parents know how their children's learning is progressing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their carers and are motivated to learn. They form good relationships, listen and take turns in small and large group situations. They enjoy undertaking small tasks which encourage their independence whilst simultaneously caring for others, for example, most children are able to dress themselves and each child has the opportunity to be helper of the day carrying out tasks such as counting the number of children present, leading a group of children outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good communication skills. They speak clearly with confidence and are beginning to recognise and link sounds in familiar contexts, for example, their name. They use books very well and enjoy listening to and telling stories. They understand that print has meaning and good access to books and labelling within the environment reinforces this. They have good opportunities to practise their writing skills in role play and many other activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count to ten and some to twenty, most are beginning to recognise numerals. Activities extend children's understanding of calculation, for example, adding one more and taking one away. They use mathematical language for example long, short when comparing the length of 'spider's legs'. They learn about shape and similarities through a range of activities for example in physical play, using different shaped mats, stepping from one to the other.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore their environment, the natural world and about other cultures. Good use is made of the school grounds, for example, children compare their own homes to a model mud hut, imagining and discussing who might live in one of these. They also have very good opportunities to use technology in everyday activities such as a shop till and replica domestic appliances in their role play and have unrestricted access to a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to develop their physical skills through daily access to activities. They move about with confidence, controlling their actions and making sophisticated movements, for example, changing from running to jumping to striding in sequenced movements. Children use a very good range of large and small resources which develop their manipulation skills for example scissors, cutters and outdoor play equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children respond very well to their senses, for example, they compare different types of tea, smelling, touching and tasting and commenting on the differences. They enjoy joining in with the actions when singing and using musical instruments. They use different media to experiment with texture and express their own ideas, for example, with play dough and cooked/uncooked pasta. They have very good opportunities and resources for role play to develop their imaginative skills.	
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:
- Providing a balance between adult led and free choice activities to ensure that the children have the opportunity to complete tasks to their own satisfaction.

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.