



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY256976

DfES Number: 543429

INSPECTION DETAILS

Inspection Date	10/02/2005
Inspector Name	Stacey Sangster

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Roselands Pre - School Ltd
Setting Address	Salisbury Road Tonbridge Kent TN10 4PA

REGISTERED PROVIDER DETAILS

Name	Roselands Pre-school Ltd
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ORGANISATION DETAILS

Name	Roselands Pre-school Ltd
Address	116 Barden Road Tonbridge Kent TN9 1UX

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

Roseland's Pre-school has been registered since January 2003.

It is privately owned and is run by the supervisor employed at the group for the past nine years. It is situated on a housing estate on the outskirts of Tonbridge in a church hall. The group has access to the main hall, cloakroom, toilets (boys and girls), two smaller rooms and an outside area. The staff have access to the kitchen.

The pre-school operates five days a week from 09:15 until 12:00 term time only.

At present fifty-three children attend the pre-school. There are twelve four-year-old funded children attending. Twenty-six three year olds attend, of which twenty are funded children. There is one child attending at present with special educational needs, and one child with English as an additional language.

Nine staff work directly with the children, of these four are qualified, with two staff currently training towards Early Years qualifications.

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 Roselands Pre-school is acceptable and of good quality, children are making generally good progress toward the early learning goals in all six areas of learning. The quality of teaching is generally good. Levels of staff interaction are good. Staff have a sound knowledge the foundation stage and plan a variety of activities linked effectively to the six areas of learning. Staff have good strategies in place to encourage good behaviour and children respond positively, behaving well and engaging enthusiastically in activities. Activities are attractively presented, but their value could sometimes be increased by allowing children to be involved in setting them up and providing more able children with greater challenge. Resources are plentiful and most are well maintained with an effective balance supporting all areas of learning. Routines are generally well organised to offer large and small group work, although at times whole group participation impacts negatively. The assessment system in place records the children's progress towards the early learning goals. Generally good use is made of this information to inform planning. Individual plans for each child identifies each child's next target, but these are not routinely shared with all staff or parents resulting in some missed opportunities to promote the areas targeted. The leadership and management is generally good. The owner and staff have a clear understanding of their varying roles and responsibilities and work well together as a team. Staff are encouraged to attend further training. The partnership with parents is generally good. They are provided with useful information and are encouraged to become involved in supporting topic work at home. Information about what their child can do is requested when starting at the group and is used to inform the initial assessment but is not formally updated. Parents comment positively about the group and sessions are well attended.

What is being done well?

- The deployment of staff is well organised with high numbers of staff working in direct contact with the children. Staff offer good levels of support to children, encouraging and motivating them with patience and good humour.
- The provision of a wide range of resources used to offer well-balanced opportunities for children to develop all six areas of learning effectively.
- The development of the comprehensive plans that are detailed, easy to follow and ensure all areas are covered.

What needs to be improved?

- the differentiation in general group activities;

- the organisation and size of some large group work;
- the opportunities for children to make mistakes, and take a greater part in selection and preparation of activities;
- the link between parents and the assessment of what children can do.
- the use of the individual play plans to better promote the targets identified for each child by their key worker.

What has improved since the last inspection?
Not applicable - this is the first inspection under the new ownership.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident and are well motivated to learn. They share and take turns well, show care and concern for others and are developing an awareness of what is right and wrong. Children show generally good levels of concentration particularly in small group work. Their independence is sometimes limited by the level of preparation undertaken by staff. They manage clothing and fastenings with increasing skill and are beginning to refuse adult help with some tasks persevering alone.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and listen generally well to each other, stories and instructions. Most enjoy stories and books and know how they work although the presentation of some of the books limits their experiences. Children recognise their first names and are beginning to write these and other simple words correctly with well-formed letters. Children's lack of daily opportunities to use writing materials in their role play limits their chances to practice writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to 10 and beyond. They are developing an awareness of simple calculations such as one more and one less. They notice number in everyday activities although daily displays of numbers for this purpose are somewhat limited. Most are beginning to use mathematical language to compare size and describe shapes. They develop an awareness of weight and capacity through the use of resources such as the rice and different sized tubs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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An interesting range of topics allow children to explore and investigate different celebrations and cultures. Most children have developed a clear sense of time and talk accurately about past and present events. The computer is a popular activity with most able to operate it confidently and some without adult direction. They develop their designing and making skills using a variety of materials. Children look at the natural world and recently enjoyed comparing pets and their differing needs.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently around the nursery. They enjoy using the bikes, parachute game and a variety of apparatus, with most demonstrating control and an awareness of space and of others. They recognise the effects that exercise has on their bodies and how to influence this e.g. slowing movements to cool down. They have opportunities to use a range of small and large equipment, and handle tools such as pencils, paintbrushes and glue spreaders with increasing skill.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy regular opportunities to learn about colour, texture, shape and form using a variety of media. They enthusiastically take part in regular music and dance activities and will spontaneously move and sing along with background CD's. Role-play activities are varied and interesting. Children enjoy playing in the 'hairdressers' and the home corner and use dressing up resources effectively support their character and enhance their play.	

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

- Show how you will ensure greater challenge for more able children
- Increase the independence of children by involving them in the setting up and selection of resources needed for some of the activities.
- Use information from parents about what they know their child can do to support assessment.
- Share the details of children IPP's with parents and all members of staff, who may be involved in a child's learning.

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.