



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 127671

DfES Number: 522518

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tadpoles Pre-School Playgroup
Setting Address Sports Pavilion
 St Mildreds Road
 Ramsgate
 Kent
 CT12 4DE

REGISTERED PROVIDER DETAILS

Name Mrs Ruth Burton

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

Tadpoles Pre-School is a privately owned pre-school. It opened in 1995 and operates from a room of the sports pavilion. It is situated in the village of Minister, Ramsgate.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 on Mondays, Tuesday, Wednesday, Thursday and Friday and from 12:45 to 15.15 on Tuesday afternoon, for school term times only. All children share access to an outdoor play area.

There are currently 26 children aged from 2 to under 5 years on roll. Of these 18 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school employs six staff. Three of the staff, including the manager hold appropriate early years qualifications.

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 a high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff know children well and have a secure understanding of how children learn and of the early learning goals. The teaching methods challenge children and enables them to learn effectively. There are very good relationships within the group and staff work extremely well together. They plan effectively, which is supported by a wide range of good quality indoor resources. Teaching provides a balanced approach giving equal emphasis to all areas. Children are given good opportunities to practice their independence.

Leadership and management is very good. they are happy to delegate tasks and as a result work very well together as a team. The staff team appear knowledgeable and well motivated, which impacts positively on the children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views, encouraging them to share knowledge of their children's needs and participate in the care through the parent lunch supervision rota. They provide good information about the provision, including evidence on how activities relate to the early learning goals and the range of experiences their children are receiving.

What is being done well?

- Staff use very good questioning and techniques and as a result children are developing language skills well.
- Children respond to experiences and are enthusiastically asking questions, expressing views and communicating their thoughts and ideas confidently, during very well planned group activities.
- Staff have very clear boundaries for behaviour and are good role models. As a result children's manners and behaviour are exemplary.
- Children have many opportunities to practice self care and are actively encouraged to develop these skills.
- Children choose confidently from a wide range of indoor toys and equipment, moving freely from one activity to another during free play sessions.
- Children show a good use of books for fun and information. They understand elements of stories and re-tell narrative. They are also encouraged to use books for information and are given some good opportunities to understand that print can be used for a variety of reasons, through labelling, posters and captions on displays of work.

- Children have opportunities to practice counting, addition, subtraction, calculation, to develop mathematical ideas to solve problems and to use mathematical language.
- Children are involved in activities that encourages them to compare similarities, differences, patterns and change.
- Children have good opportunities to learn about their own and others culture and beliefs during topic activities.
- Children have regular opportunities to use a wide range of tools and equipment.
- Children have opportunities to take part in more energetic play several times a day through outdoor play and energetic indoor sessions, with full adult encouragement, interaction and involvement.
- Children enthusiastically sing simple songs and action rhymes confidently from memory.
- Children explore a range of media and materials during practical every day play and explore a wide variety of craft and art activities.

What needs to be improved?

- the regular encouragement of more able children to recognise and form letters and write their own name during routine activities
- the increase in opportunities to use, see and say number names during practical routines and displays
- the development of the roll play corner, including dressing up resources that are displayed effectively, to provide an inviting and stimulating area that re-enforces topics and all areas of learning on a practical level.

What has improved since the last inspection?

The pre-school has made very good progress to address the point for consideration highlighted in their last inspection report as follows.

They have proceeded with the intended development of a planning system that supports children's progress towards the Early Learning Goals well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff are very sensitive to the needs of the children and know them well. As a result children are confident, interested, enthusiastic and entirely involved in their learning. Children choose confidently between activities and select resources for themselves. Children regularly practice personal independence. They demonstrate a clear understanding of agreed codes for groups working together harmoniously. Children's behaviour is exemplary.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well as a result of the high level of adult to child interaction. They are given meaningful opportunities to extend their language through good use of questioning techniques during everyday practical play opportunities. However, they lack opportunities for children to recognise and practice writing their names through everyday practical routines and play. Children are actively encouraged to communicate their thoughts and feelings and explore new ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to practice addition, subtraction, calculation and to develop mathematical ideas to solve problems. They are encouraged to use mathematical language through practical play and during planned structured activities. However there were some missed opportunities for children to learn to recognise and practice writing number names in everyday routines and play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children extend their understanding in this area through the provision of a very good range of practical activities and resources using all senses. They talk confidently and enthusiastically about events in their own lives and those of others during show and tell time. They experience a stimulating variety of topics and activities, knowledgeably comparing similarities, differences, patterns and change. They have some exciting opportunities to explore their own and others cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with a wide variety of tools and equipment and as a result they are developing their manipulative and co-ordination skills well. They handle a variety of objects, construction and malleable materials safely and with increasing control, with appropriate adult support. Children have very good opportunities to participate in imaginative and energetic outdoor and indoor activities. As a result children move around confidently, safely, in control and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a very wide range of media and materials during practical activities and when actively involved in a variety of creative craft and art work. They are provided with experiences to explore, express and communicate ideas and as a result they express ideas confidently. However, the uninviting role play area does not provide children with opportunities to re-enforce areas of learning or topics on a practical basis. Children sing songs and action rhymes with enthusiasm and confidence.

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:
- provide regular encouragement of more able children to recognise and form numbers and letters and write their own name during everyday activities and routines
- develop the roll play area to provide an effective and stimulating resource that re-enforces all areas of learning, including current topics.

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.