



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253109

DfES Number: 514582

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Susan Riley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Attenborough Church Pre-School
Setting Address	Lucy and Vincent Brown Village Hall Attenborough Lane Attenborough Notts NG9 5HZ

REGISTERED PROVIDER DETAILS

Name	Attenborough Church Pre-School 1024159
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ORGANISATION DETAILS

Name	Attenborough Church Pre-School
Address	Lucy and Vincent Brown Village Hall Attenborough Lane Attenborough Nottinghamshire NG9 5HZ

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

Attenborough Church Pre-School opened in 1961 and operates from the village hall situated in Attenborough. A voluntary parent committee manages the pre-school. All children share access to a secure enclosed outdoor play area. The children come from a wide catchment area and attend for a variety of sessions.

A maximum of 26 children may attend the pre-school on a Monday, Thursday and Friday. A maximum of 42 children may attend on Tuesday and Wednesday when two rooms are available. The pre-school opens each weekday from 09:15 until 11:45 and on a Monday and Tuesday from 12:45 until 15:15, term time only.

There are currently 56 children from 2 to 4 years on roll. Of these 36 children receive funding for nursery education. The pre-school currently supports children with special education needs.

The pre-school employs eight staff. Six of the staff, including the person in charge hold appropriate early years qualifications. Two staff are working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Early Years Development and Childcare Partnership. The pre-school has been accredited by the Pre-School Learning Alliance.

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

How effective is the nursery education?

Attenborough Church Pre-School provides nursery education that is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff have a sound understanding of the early learning goals and of how children learn through play. They plan a good balance of activities and experiences for children. Staff actively play with the children and effectively challenge them to enhance their learning. They have high expectations of children's behaviour and promote this through positive praise and encouragement. Good relationships are developed with the children, which helps them feel secure. The assessments of children are used effectively to plan for the next steps of learning.

The leadership and management of the setting are very good. All staff have a committed approach to meeting the needs of all children in their care. Effective strategies are in place to monitor and enhance the setting. Staff regularly attend training to improve their knowledge and understanding in order to improve the care and education of the children. Staff work very well together as a team and are good role models for children.

The partnership with parents and carers is very good. Parents are provided with good clear written information about the setting, its routines and the Foundation Stage. Parents are kept well informed about their child's achievements and progress through the formal and informal systems in place. Relationships between staff and parents are warm, friendly and inclusive. Effective systems are in place to involve the parents in their child's learning.

What is being done well?

- Staff have a clear understanding of the early learning goals and consequently plan activities which engage and maintain children's interest, using space and resources effectively.
- Children display good concentration, they complete tasks, as the result of staffs consistent interest and good quality interaction.
- Staff build good, warm relationships with the children which promotes their confidence and self-esteem. The children are sociable and learn how to work co-operatively with one another.
- Staff have a clear understanding of the importance of the partnership with parents and carers, which has a positive impact on children's development and learning.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.

What needs to be improved?

- current good practice.

What has improved since the last inspection?

Very good progress has been made since the last inspection. As part of the daily routine the children are introduced to the letter of the week, and suitable activities are provided for children in how the letter is written and how it sounds. Through the practical activities children are learning effectively how a letter is written and sounds. The children are now given more of a challenge within their physical development, appropriate activities are fully planned for within the curriculum, for both in and outdoor activities. The children have regular music and movement sessions which enables them to listen to a wide range of music, which increases their knowledge of the various types to music to listen to. The children have daily access to technological equipment, which increases their knowledge and skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled within the setting; they are interested in the activities and demonstrate motivation and enthusiasm for learning. They are confident to try new activities and speak in familiar groups. Children are forming their own friendship groups. Their behaviour is very good, they are able to share and take turns. They demonstrate awareness of their own needs and are caring for themselves and others. Children demonstrate independence in selecting and carrying out activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language in their imaginative play, recreating roles and experiences. They interact and talk with others, taking turns in conversation, listen and ask questions. Children enjoy listening to stories and respond with enjoyment to singing songs. They understand that print carries meaning and children can recognise their own name. The linking of sounds to letters is developing very well. Children attempt writing for different purposes and more able children can write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children counting skills are developing very well, they are able to count confidently beyond ten. They can recognise numerals and demonstrate the value of numbers and their placement. Children's calculating skills are developing they are able to add one more. They use mathematical language within their play, demonstrating understanding. Children are starting to develop mathematical ideas to solve practical problems. They enjoy number songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to develop an understanding of their own culture and beliefs and those of other people. They design and build with a wide range of resources. Children select tools and use various techniques to shape, assemble and join materials. They know how to operate simple equipment. Children demonstrate a sense of time and place by talking about the past and present events in their lives. They investigate objects and materials using their senses, they look at and notice change.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move with confidence, control and co-ordination around the setting. They handle tools, objects, construction and malleable materials safely, with skill and increasing control. Children use a wide range of large and small equipment with confidence. Through the daily routine and activities children are recognising the importance of keeping healthy. Children demonstrate a good awareness of personal space for themselves and others.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to explore colour, texture, shape, form and space in two and three dimensions. They play imaginatively in the varied role-play situations and are able to take on various roles. Children competently sing songs and rhymes from memory. They respond in a variety of ways to what they see, hear, smell, touch and feel. Children use their imagination very well in their art and design work, where they use the wide range of resources to express their own ideas.	

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:
- to continue to build on the present good practice.

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.