



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127634

DfES Number: 513468

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Annie Williams

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Staple Pre-School
Setting Address Mill Road
Staple
Canterbury
Kent
CT3 1LB

REGISTERED PROVIDER DETAILS

Name The Committee of Staple Pre-School 1051270

ORGANISATION DETAILS

Name Staple Pre-School
Address Mill Road
Staple
Canterbury
Kent
CT3 1LB

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

Staple Pre-school opened in 1998 in the new building. It is a committee managed group and operates from the village hall in Staple, near Canterbury.

There are two rooms that the children use for work and play, toilets and an outside play area. The pre-school serves the local area and surrounding villages and towns.

The pre-school is registered to provide care and education for twenty-four children aged between two and five years old. There are currently nineteen children on roll. This includes five funded four-year-olds and five funded three-year-olds. Children attend a variety of sessions each week. The pre-school staff have experience of working with children who have special needs and of children who speak English as an additional language.

The pre-school opens five days each week, term time only. Sessions last from 9:15 to 12:00. A lunch club operates four days each week from 12:00 to 12:45.

There are five staff that work with the children of whom three have an early years qualifications. All staff have opportunities to attend short courses. The pre-school receive support from the Pre-school Learning Alliance development worker and a teacher from the Early Years Development partnership.

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

How effective is the nursery education?

Staple Pre-school offers high quality provision, helping children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure knowledge of the early learning goals and plan effectively to help children progress towards these. They are competent and highly organised and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. Staff know children well and are sensitive to their needs helping all children to feel valued. They offer a well-balanced programme with activities that build on what children know. Questioning techniques are used effectively to help children to think for themselves. Group work is well organised and staff make sure that activities and resources can be adapted to include all stages of development. A strong emphasis is placed on play and mathematical development, but children do not make full use of books and rush to finish off craftwork at the end of the session. Assessment and record keeping is thorough, enabling staff to monitor children's learning closely. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and monitoring systems are in place.

Leadership and management is very good. Staff are well supported in the care and education that they provide. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good. The staff greet parents warmly and provide them with excellent information about the curriculum and folders containing details of their child's development with supporting photographs. Newsletters and an informative display area enable parents to know what their children are learning. They receive regular opportunities to discuss their child's progress with staff.

What is being done well?

- Develops and supports children's personal, social and emotional development. Children are happy, settled, well behaved, eager to learn and excited about what they do.
- Promotes good relationships with parents and carers, contributing effectively to children's progress in learning.
- Staff plan and provide an environment that reflects the importance of language through notices, signs and books. Children speak clearly and confidently and writing is developing well through imaginative play activities.
- Children count confidently. Staff provide an excellent range of activities that encourage children to use and understand mathematical language

throughout the play session.

- Staff provide a varied and interesting programme to develop children's knowledge and understanding of the world.
- Role-play is imaginatively planned and well resourced to stimulate children's imaginary play and to encourage acting out real situations.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improve the following:
 - the use of books through 'free-play'
 - giving the children prior warning of tidy up time

What has improved since the last inspection?

Following the last inspection there were no significant weaknesses to report, but the setting were asked to consider the following points for development in the action plan:

Provide more planned activities, using adult support, to help children to see a purpose for writing, especially in role-play.

Provide more planned opportunities for children to practice writing numbers in games and play situations.

Both these points have been developed and children now receive lots of opportunities throughout the session to practice writing, consequently they are making very good progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a friendly and caring setting which builds children's confidence and self-esteem. Children are happy, settled, well behaved and eager to learn. Staff provide many worthwhile exciting activities, which has a positive influence on children's concentration and motivation. Children delight in being the 'leader' when it is their special day to help within the setting for example collecting name cards. Children develop independence during the session, such as pouring their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff plan and provide an environment that reflects the importance of language through notices, signs and books. Children speak clearly and confidently as they engage both adults and their friends in conversation. Writing is developing well through imaginative play activities, such as the 'sandwich bar ' when children take orders and write them on pads. Children have access to a range of books and enjoy story and singing time. They learn to link sounds to letters during the routine.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. Staff encourage children to use mathematical language and children are given good opportunities to identify and name shapes. Through daily routine staff provide excellent opportunities for children to be aware of simple ideas of addition and subtraction for example dice and board games. There are numbers displayed and staff provide regular opportunities for children to recognise numbers as part of their routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences and change, for example cooking. Children receive excellent support to design and make things. Good opportunities are provided for children to explore, investigate and identify features of the local and wider world through visits out and inviting people into the pre-school to meet the children such as the dentist.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing, spreading, stirring and constructing. Regular opportunities to use large equipment ensure that children move around freely and safely, displaying a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through topics, discussion, cooking and regular hand washing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children clearly enjoy the good opportunities provided in role-play, as they express and communicate their ideas. Staff provide a range of musical instruments to enable children to explore sound. Regular singing sessions ensure children learn and delight in singing. Children eagerly play with the sand and collage activities that staff provide. Staff provide good opportunities and support throughout the sessions to enable children to use their imaginations in art, music and role-play.

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 improve the following:
- encourage children to use books more often during 'free-play'
- develop ways in which children can be given prior warning of tidy up time.

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.