



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127440

DfES Number: 517573

### INSPECTION DETAILS

Inspection Date 13/10/2004  
Inspector Name Mary Van De Peer

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Pembury School House Nursery  
Setting Address Lower Green Road  
Pembury  
Tunbridge Wells  
Kent  
TN2 4EB

### REGISTERED PROVIDER DETAILS

Name The Committee of Pembury School House Nursery

### ORGANISATION DETAILS

Name Pembury School House Nursery  
Address Lower Green Road  
Pembury  
Tunbridge Wells  
Kent  
TN2 4EB

## 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

Pembury School House Nursery opened in 1989. It operates from three rooms in premises on the site of a primary school, in Pembury. The nursery serves the local area.

There are currently fifty children from two to five years on roll. This includes twenty funded three year olds and twelve funded four year olds. Children attend for a variety of sessions. The setting currently supports one child with special educational needs and no children who speak English as an additional language.

The setting opens five days a week, during school term times. Sessions are from 09:00 - 12:00 noon Monday to Friday and 13:00 - 15:30 Monday, Wednesday and Friday.

There are five staff who work with the children. Over half the staff have early years qualifications to NVQ level two or three. The setting receives support from the local 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?

Pembury School House Nursery provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff show a secure knowledge and understanding of how children learn and the early learning goals. Staff provide the children with good role models and they have developed a good relationship with them. Staff communicate effectively with the children, asking them questions and offering prompts to encourage them to find out more. They introduce children to the natural world, helping them to learn about how things grow and their environment. Resources are wide ranging and of good quality and help to increase children's independence. However, some activities are adult-directed, reducing children's ability to make more choices in their play.

Staff observe and record their assessments of children's learning during activities and daily routines, covering the six areas of learning. The planning system is generally effective in providing for children next steps in their learning.

Leadership and management is very good. The staff and committee work well together. They support each other and are committed to providing effective care and education for all the children. Staff are able to identify training needs and attend relevant courses. Meetings are held regularly and all staff have some input into the planning system.

The partnership with parents is very good. Parents are given information on the policies and procedures of the pre-school when their child first starts. There are newsletters and notice boards updating parents about any changes. Information on the six areas of learning are readily available for parents to read. Contact books on each child help ensure parents are kept informed of their children's progress and development. There is an effective key worker system which enables parents and staff provide continuity of care for the children.

### What is being done well?

- Children are motivated and enjoy playing and learning through the resources and activities provided. Staff provide opportunities for children to learn new skills, different experiences and also building on the knowledge they already have.
- Staff are good role models. They interact well with all the children. Children's behaviour and response to adult direction is very good.
- Children's language, communication and listening skills are developing very well. They are able to negotiate and talk to each other and adults. They are

also learning basic words in French and sign language.

- Children are able to use numbers and other simple mathematical concepts appropriately. They can count and compare size.
- Children are learning about the natural world and their environment through interesting play experiences.
- Children are able to use the indoor and outdoor space effectively in their play. They are developing their large and fine motor skills well.
- Staff have a very good understanding of the Foundation Stage and the early learning goals. They use this to plan and provide appropriate and stimulating experiences for children.
- The partnership with parents is very good. Parents are encouraged to come into the group and take an active interest in their child's progress.
- Leadership and management is effective. Staff and committee work well together. They are committed to the learning and development of all the children.

#### **What needs to be improved?**

- the opportunities for children to be able to make more choices in their play
- the use and staffing of the upstairs play room.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and enjoy playing with the resources provided. They are beginning to show confidence, self-esteem and independence when playing in small and large groups. Children have formed good relationships with adults and each other. Their behaviour is very good. Children's choice in their play can be a little restricted when activities are adult directed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk confidently with each other and adults. They are able to recognise many letters and numbers. Children enjoy looking at books and listening to stories. They have many opportunities to practice their mark making skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count and use numbers appropriately. More able children are beginning to solve simple problems. There are opportunities for children to measure and look at size. There are some missed opportunities for children to learn more about numbers through their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to learn about their environment and the natural world. More able children are able to talk about their home and family life confidently. Children are able to construct different objects using a variety of materials and resources. They are beginning to develop skills in the use of information and communication technology. Children are learning about the differences in people and cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the available space confidently and safely. They are able to use a wide range of tools and equipment appropriately. There are some missed opportunities for children to learn more about healthy eating.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to use their imagination in different role-play settings. They enjoy singing and reciting rhymes and stories from memory. Children are beginning to describe what they are feeling, seeing and hearing during their play. Musical instruments are not readily available for children to use during their play. Some construction resources do not always challenge and develop older, more able children's 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:*

- Point for consideration:
- Assess and evaluate activities which are adult directed, ensuring children are provided with more choices in their play.

*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.*