



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110710

DfES Number: 518883

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Susan Victoria May

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kennet Valley Pre-School
Setting Address	Holybrook Centre, Carters Rise, Fords Farm Calcot Reading Berkshire RG31 7YT

REGISTERED PROVIDER DETAILS

Name	The Committee of Kennet Valley Pre-School 285148
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ORGANISATION DETAILS

Name	Kennet Valley Pre-School
Address	Holybrook Community Centre, Carters Rise Fords Farm, Calcot Reading Berkshire RG31 7YT

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

Kennet Valley Pre-School opened in 1983 and meets in the hall of the Holybrook Centre on the Fords Farm estate in Calcot, near Reading. The pre-school is part of the Kennet Valley Community Association.

The pre-school accepts twenty six children aged three years to under five years. The pre-school is open for eight sessions per week during term time. Opening hours for morning sessions are 9.30 to 12.00 hours and afternoon sessions 12.45 to 15.15 hours. Morning sessions are offered on Monday, Tuesday, Thursday and Friday and afternoon sessions on Monday, Tuesday, Wednesday and Thursday. Children attend for a variety of sessions and come mostly from the Calcot area.

There are thirty children on roll, of whom eighteen are funded three year olds and nine are funded four year olds. The setting is able to support children with special needs and for whom English is an additional language.

The pre-school is run by a voluntary committee who employ five members of staff to work with the children. Two members of staff hold a childcare qualification and a third is undertaking training. The group is supported by the West Berkshire Early Years Development and Childcare Partnership and receives regular visits from Development Workers.

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

How effective is the nursery education?

Kennet Valley Pre-School provision is acceptable and of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good, children are confident, happy, secure and eager to participate in a wide range of learning opportunities provided for them. Daily activities promote children's personal independence and staff work hard to build children's self esteem. Children are polite and courteous and respond positively to the high expectations and sensitive support of staff.

Staffs knowledge of the early learning goals is very good and has a positive effect on children's learning. Staff are effective in their use of questioning to encourage children's thinking. Children have a very good understanding of the written word, have ample opportunities for mark making and have a wide range of books available to them. Imagination is fostered through the wide range of art and craft activities and resources offered, however opportunities for children to express themselves through music and movement could be increased.

A thorough assessment system is used well to check and record children's progress towards the early learning goals. Very good systems are in place to effectively support children with special needs and for whom English is an additional language.

Leadership and management is very good. A strong staff team is in place, who provide a rich, well planned stimulating environment where children learn through a wide range of activities. Continuing professional development of staff is actively encouraged.

Partnership with parents and carers is very good and contributes well to the children's learning. Parents are kept informed about the activities and routines through the parents welcome pack, newsletters, verbal exchanges and a parents notice board They share their observations about their child with staff and can meet with them regularly to discuss the progress of their child.

What is being done well?

- Children are happy, secure and curious, they are able to interact with staff confidently expressing personal preferences and making independent choices.
- A very good use and access to resources provides opportunities for children to express their imagination to design and make objects using a variety of tools, materials and techniques. Children's work is valued.
- Staffs knowledge of the early learning goals is very good and has a positive effect on children's learning. Staff are very effective in their use of questioning

to encourage children's thinking. Continuing professional development of staff is actively encouraged to support children in the setting.

What needs to be improved?

- Increase opportunities for children to express themselves and explore sounds, matching movements to music.

What has improved since the last inspection?

All actions have been addressed

Children's communication, language and writing skills have been developed by providing resources and materials to promote attempt writing in role play situations.

Information and technology skills and understanding has increased with the introduction of a computer to which the children have regular access.

Children's awareness of keeping healthy has been improved by the introduction of topic work and regular discussion on how bodies work and what happens to them for example when they are hot. Healthy snacks have also been introduced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and secure, eager to participate in activities. They exhibit good concentration skills. They confidently express their needs and feelings and relate well to each other and adults showing consideration and support. Staff have high expectations of behaviour and children respond appropriately. Staff ensure children's self-esteem is fostered and provide many opportunities, for example getting ready for outside activities, to promote independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate speakers who engage easily in conversation, interacting well with their peers and staff, asking questions to gain information. Children use and attempt writing for different purposes and most older/more able children can form recognisable letters and write simple words. They recognise their own names and letter sounds and most of the children can write their name using name cards. A wide range of story and reference books is available for enjoyment and information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers and counting and can recognise some written numbers. Opportunities are provided to reinforce and develop counting skills during everyday activities, such as snack time. Children are developing an understanding of addition and subtraction through everyday activities. Children use comparative and positional language and recognise simple shapes. Practical activities provide opportunities for children to develop their problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned topics, simple experiments such as "colour mixing" and daily activities staff develop children's confidence in exploring and investigating. Children have good opportunities to question why things happen and how things work through interest tables and individual and group work. Opportunities are made for children to talk about past and present events in their own lives. Children can talk knowledgeably about their environment, the weather and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the nursery. There are daily opportunities for the children to develop and consolidate fine motor skills using pencils, pens and small scale construction. Space outdoors is limited, however, staff ensure children use the settings resources effectively to promote physical development, providing opportunities for children to move with control and growing coordination using large equipment and wheeled toys.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children join in enthusiastically in imaginative play and stories, They are encouraged to express themselves through a range of activities including role play. Children can enjoy art and crafts on a daily basis, with opportunities to explore colour and materials, they are encouraged to try new techniques and practise new skills. A wide range of musical instruments is available to the children, however there are limited opportunities for children to explore sounds, matching music to movement.	
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 is no significant weakness to report but consideration should be given to improve the following;
- Increase opportunities for children to express themselves and explore sounds, matching movements to music.

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.