



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127376

DfES Number: 512703

### INSPECTION DETAILS

Inspection Date 18/03/2004  
Inspector Name Susan Jennifer Scott

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Mereworth Pre-school  
Setting Address Village Hall  
Butchers Lane, Mereworth  
Maidstone  
Kent  
ME18 5QD

### REGISTERED PROVIDER DETAILS

Name The Committee of Mereworth Pre-school

### ORGANISATION DETAILS

Name Mereworth Pre-school  
Address Village Hall  
Butchers Lane, Mereworth  
Maidstone  
Kent  
ME18 5QD

## 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

Mereworth Pre-School opened before 1980. It operates from a single storey village hall in the village of Mereworth. The group has sole use of the premises in a quiet residential area in Mereworth village. The group have sole use of the premises and serves the local area.

There are currently 69 children from two to five years on roll. This includes 20 funded three-year-olds and 12 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs. There are currently no children attending who speak English as an additional language.

The group opens five mornings a week during school term times and two afternoon sessions in the final term of the academic year. Sessions are from 09:15 until 12:00 and 13:00 until 15:00.

There are 10 part time staff who work with the children. Three of the staff have early years qualifications to NVQ level 2 or 3 and one is a qualified teacher. There are three staff currently working towards a recognised early years qualification.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The group are run by a voluntary committee and are members of the Pre-School Learning Alliance (PLA).

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

### How effective is the nursery education?

The provision at Mereworth Pre-school is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas.

Children are confident and successful learners who are keen to express themselves, talking with each other and to staff with confidence. They enjoy learning and use resources and participate in the activities with enthusiasm and interest.

The quality of teaching is very good; activities are well planned and managed. Staff are patient and calm, encouraging children to participate, although opportunities for children to experience self selection are sometimes limited by the space available and deployment of resources. The staff have a very good understanding of how children learn and make activities fun. Staff provide good, clear instructions and are good role models. The activities support children's learning well, enabling their development and progress. The observations and assessments are effective and evaluated against the stepping stones and early learning goals. Assessment of children is thorough and systematic, particularly for children with special educational needs. Planning is flexible and informed by what children can do and how they need to progress.

Leadership and management is very good, with particular strengths in the way in which staff use their knowledge, skills and training to provide a variety of expertise and support for the children. The pre-school evaluate and monitor quality through observations and regular discussion.

Partnership with parents is very good and parents expressed their satisfaction with the service and the progress children make in the group. Staff keep good records on the children's development and provide frequent verbal feedback and there are regular opportunities to ensure parents contribute to and access the play plans. Parents are successfully encouraged to participate in the management committee and various other events.

### What is being done well?

- Staff have a good understanding of how children learn and this results in well planned activities which are stimulating and fun for the children;
- Staff use their knowledge and skills well, offering a wide variety of activities and expertise in a number of areas. The trained and experienced staff also provide good support for other staff;
- Children make excellent progress in communication, language and literacy and staff promote children's learning through good discussion, challenging questioning and imaginative use of resources.

**What needs to be improved?**

- Children need more frequent opportunities to experience diversity;
- The opportunities for children to explore and use their imagination, to be able to choose and select resources for themselves.

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

The Pre-School have made very good progress since the last inspection for funded nursery education.

Children are encouraged to recognise sounds of letters, words and rhymes throughout the sessions. There are good resources used to encourage this: story sacs, use of name labels, role play opportunities and cookery using recipes. Children are consistently encouraged to name their work and to notice the sounds of letters and words.

Children also have good opportunities to investigate objects and to explore how they work, through construction such as sets of cogs and wheels, and through making items like two dimensional cards.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and learn to take care of their personal needs, such as dressing themselves for PE sessions and tidying up. They enjoy learning activities, and are keen to contribute their ideas. Children behave very well. They learn to share and take turns, and to be polite and considerate to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff either through gestures and talk. They listen to stories, enjoy sharing books with staff and enthusiastically enact familiar stories. They are successfully encouraged to notice print, the sounds of letters and words. They can recognise their first names and are able to write these correctly with well formed letters. Activities such as role play include opportunities to write for different purposes, though these are not frequently provided.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good individual support to help them count and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced as they take part in routine tasks such as working out the date. They learn about concepts such as full, empty, short, tall, heavy and light through planned activities and everyday routines. Their awareness of weight and capacity is exploited through the use of resources such as sand and making dough.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The local environment is used well to stimulate children's interest in the natural world and features of the locality. They observe the weather and talk about seasonal events and changes. Planned activities help them notice changes that occur, for example the life cycles of frogs. Children carefully make models from construction kits and are adept at using glue and paper to construct cards for mother's day. Children enjoy talks from visitors and these contribute to their understanding.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to explore and be challenged by completing mini obstacle courses, manoeuvring through the tunnel, across hoops, up and down the steps or see saw, and climbing frame. Staff are on hand to give support and encourage new skills safely. However, children do not always have sufficient opportunities to explore their own skills and limitations by accessing activities independently. Children learn to handle scissors, pencils, paintbrushes and various balls with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children participate enthusiastically in music sessions, using their singing skills to hum and sing rhymes. They sing simple rhymes, and are encouraged to use their voices to make loud and soft sounds. Children draw freely and learn to apply paint in different ways. Children enjoy playing with the play dough and extend their learning while using cutters and moulds. Role play activities are varied and interesting but does not encourage imaginative play with peers frequently enough.

**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:*

- Points for consideration:
- provide more opportunities for children to experience diversity; through using resources reflecting varied languages, activities and cultures;
- provide more opportunities for children to explore and use their imagination, to be able to choose and select resources for themselves.

*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.*