



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY253045

DfES Number: 512738

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pipit Pre-School
Setting Address 27 Finch Road
Eastney
Portsmouth
Hampshire
PO4 9LT

REGISTERED PROVIDER DETAILS

Name NAVAL Under Fives

ORGANISATION DETAILS

Name NAVAL Under Fives
Address 8 Shackleton Road
Rowner
Gosport
Hampshire
PO13 9SG

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

Pipit pre-school was established over 20 years ago, and opened in these present premises in 2003.

The pre-school operates from a converted ground floor flat in the Eastney area of Portsmouth. This group is one of 10 pre-school provisions which are run under the management of the Naval Under Fives.

The pre-school has sole use of the premises which includes a fully enclosed outdoor play area.

The pre-school primarily serve children from the local naval community and it is their policy to take children from the age of two years nine months.

Children are able to attend for a variety of sessions.

The group are eligible to accept educationally funded three and four year olds.

The pre-school provides care for children with special needs and supports children who speak English as an additional language.

The pre-school is open Monday to Friday during school term times. Sessions are from 9.30 until 12:00 and 12:30 until 15:00.

During three weeks of the summer holidays only the pre-school opens Monday to Friday 10:00 until 14:00. The pre-school does not open for the first and last two weeks of the school's summer holiday period.

There are four members of staff who work with the children. Two have a relevant early years NVQ level three qualification and two are currently on training courses, one is working towards achieving an NVQ level three and the other is working towards an NVQ level two. All staff attend in service training to regularly update their knowledge of childcare.

At the time of inspection the pre-school has 20 children on its registers, of these 17 are nursery educationally funded, 14 are funded 3 year olds and 3 are funded 4 year

olds.

The Early Years Development and Childcare Partnership supports the pre-school and visits are made to the group, these include having quality teacher input and advice from the area special educational needs co-ordinator.

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

How effective is the nursery education?

The provision for nursery education at Pipit pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of their development.

The overall quality of teaching is very good. Staff have a sound knowledge and understanding of the stepping stones and the early learning goals. The organisation, layout of resources and rooms encourages the children to become independent. Children's learning, knowledge and understanding in all areas of their development is supported and developed by staff through a wide range of resources, practical and routine activities, discussion and topics they study.

Staff assess children's progress through observation, these assessments are then used to plan the children's next steps in learning. The support for children with special needs is very good, individual educational plans are drawn up for each child. Staff have systems in place for supporting parents and children for whom English is an additional language, outside interpreters are available to work with children and parents.

The leadership and management of the pre-school is very good. All staff work well together as a team, which results in the children's learning and development needs being met in all areas. They regularly monitor and review the nursery education, taking appropriate action to further develop and enhance the provision to ensure it remains effective and meets and supports the needs of all children.

The partnership with parents is very good. The staff encourage parents to share what they know about their child, which ensures their existing skills are built upon. Parents are able to talk to staff about their children's progress and receive regular progress reports. They receive some information regarding the topics their children are studying.

What is being done well?

- Children's progress in all areas of their development is very good. Well planned activities, and the wide range of exciting, stimulating and interesting resources, play materials and topics motivate children to learn and sustains their interests.
- Staff's management of children's behaviour is very good. They set clear boundaries, act as good role models, and encourage children to have an awareness of their own behaviour. They praise and encourage the children. Children's behaviour is good.
- Parents are well informed of their child's progress, they receive half termly progress reports which detail their child's achievements, what the aims are

for the next steps in their learning and development, and the activities staff will be providing to support and help the children to make progress.

- The leadership and management of the provision is very good. The manager and staff work well together as a team, they monitor the effectiveness of the provision which ensures all children's learning, understanding and development needs are supported.

What needs to be improved?

- The information given to parents to allow them to build upon their children's learning at home.

What has improved since the last inspection?

The very good progress made in addressing weaknesses identified at the last inspection has had a positive impact on the children's progress.

The planning for activities now covers all areas of children's learning and development and plans show the intended learning outcomes for each focussed activity which links to the stepping stones.

The programme for language and literacy now ensures all children are appropriately catered for and takes into account their individual ages and stages of development. Children learn the phonics for letters of the alphabet first, they are then introduced to the letters matching the phonic sounds to the letter. Children are fully supported in practicing to write their own names, all children have opportunities to practice their writing skills during a range of activities, they are able to use laminated cards for tracing letters which helps and supports them in writing letters which are correctly formed.

An inviting book corner is available for children's use at all times, it is resourced with a wide and varied selection of interesting books and story sacks. Soft furnishings provide comfort for children whilst they either look at books or have stories read.

The organisation of whole group activities now meets the needs of all children, the provision has changed premises and now has fewer children present at any one time, organised activities are now done with smaller groups of children which supports their individual needs.

Children's development in their knowledge and understanding of the world is now very good. Children have many opportunities through well planned, exciting and interesting activities to look closely at similarities, differences, patterns and change. Staff ask open ended questions to encourage the children to think which supports and extends their learning, understanding and development. Children are able to use a computer to support their learning and have access to calculators and programmable toys.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing independence in selecting and carrying out activities and putting their own coats and shoes on for outdoor play. They are happy to leave their carers, and are able to show emerging self-confidence when speaking to others. They relate well to staff and one another, and are beginning to make friendships. They have an awareness of the boundaries set and behavioural expectations. Their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers, they converse with both adults and their peers. They listen and join in with stories, and are interested in looking at books. Children are learning to hear and say the initial sound in words, and are beginning to recognise some familiar words, for example the wording on the boxes of toys and their own name. Children develop their writing skills through a range of activities for example painting and drawing. Some children are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting and are encouraged to count during everyday routines and activities. They learn about shapes through shape matching games. They are developing their understanding of adding and taking away by comparing objects and saying whether they have more or less, and, how many more or less. They use language to compare size such as little, big, shorter and longer. Some children recognise numerals 1 to 5, and can select the correct numeral when asked.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their environment and the cultures of others through various topics they study for example people who help us, transport, Chinese New Year and Divali. Visitors to the pre-school have included a helicopter pilot and a policeman. They learn how to care for living things by growing beans, cress and bulbs and by looking after the pre-school's pet fish and snails. Children enjoy using the computer and are able to complete simple programmes.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children move freely and confidently both within the pre-school and outdoors. They have opportunities to use small equipment outdoors for example bean bags, balls and hoops. They demonstrate an increasing control when using mark making equipment, and use one handed tools and equipment confidently and safely for example, scissors and play dough cutters. Children explore malleable materials and manipulate them to achieve a planned effect for example they mould and shape their own flower pots.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are learning to differentiate colours. They are able to express their own ideas when making collages, paintings and drawings. Children show an interest in music and are able to use a variety of musical instruments freely. They enjoy joining in with dancing, ring games and singing a few simple, familiar songs. Children are able use their imagination in role play and dressing up for example the role play corner has been set up as a pet shop, hospital and post office.

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:
- Provide parents with information of how they can become involved with their children's learning, at home if they wish, by carrying out a few simple activities, which relate to the topics their children are studying and areas of learning and understanding they are developing

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.