



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 106185

DfES Number: 524977

### INSPECTION DETAILS

Inspection Date 12/11/2004  
Inspector Name Heather Morgan

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Newton Abbot Pre School & Playscheme  
Setting Address The Green Rooms  
Fisher Road  
Newton Abbot  
Devon  
TQ12 2NB

### REGISTERED PROVIDER DETAILS

Name The Committee of Newton Abbot Pre School & Playscheme  
1023307

### ORGANISATION DETAILS

Name Newton Abbot Pre School & Playscheme  
Address The Green Rooms  
Fisher Road  
Newton Abbot  
Devon  
TQ12 2NB

## 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

Newton Abbot Pre-school has been established since 1980 and serves the wide local community. It operates from a hall close to the town centre, where children have access to a large hall and smaller, quiet room. There is an enclosed outdoor play area and access to a kitchen and toilets. The pre-school is open on Mondays to Fridays during term time only; morning sessions run from 09.00 to 11.30 and afternoon sessions run from 12.30 to 15.00. Children are able to bring packed lunches and stay all day. At present there are 27 children on roll, 17 of whom are in receipt of nursery education funding. The group currently supports children with special educational needs. A total of six staff work with the children, four of whom hold a relevant early years qualification. The pre-school is supported by the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Newton Abbot Pre-school provides good quality nursery education and children are making generally good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is generally good. Staff have a generally good knowledge and understanding of the early learning goals and often interact well with children to support their learning. Plans cover all six areas of learning but there is some inconsistency in how staff implement activities and children are not always supported well in achieving the identified learning objectives. Children are involved in recording their progress and achievements and staff use this information to plan what children need to learn next. Children have opportunities to play alone and in small and large groups. They participate in adult-led activities and also initiate play for themselves, although they are not always supported appropriately in making independent choices and therefore their learning is not always extended during free play sessions. The pre-school has a good range of resources which are organised into two play areas. However, the two areas are not used effectively to ensure children have access to a wide range of resources during free choice sessions. Children's behaviour is generally good but staff do not have consistent strategies to support them in negotiating and resolving conflict when it arises.

Leadership and management are generally good. Staff appraisals are used to identify strengths and develop training plans but information is not used effectively to ensure consistency in implementing planned activities. Staff access support from other professionals and share ideas from training they have attended.

There is a generally good partnership with parents. They have access to a range of information about the pre-school's activities and are able to take assessment records home regularly, although they are not clear on how progress is linked to the six areas of learning.

### What is being done well?

- Children settle well at the beginning of sessions, they are confident and express their needs and feelings well.
- Children are confident speakers and regularly initiate conversations with their peers and adults.
- Children move safely and confidently both indoors and outdoors and use tools and equipment with increasing control.
- Staff plan a wide range of activities that promote learning in all six areas of the curriculum.

**What needs to be improved?**

- the structure of sessions and use of the learning environment to ensure that children can regularly access a wide range of activities throughout each session
- the consistency of staff interaction with children to support their achievement of learning objectives
- the development and implementation of consistent strategies to support children in negotiating and resolving conflict.

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

Since the last inspection the pre-school has made generally good progress overall in addressing the three key issues raised. They ensure that there are sufficient staff in each room to support children's play, although interactions are inconsistent and do not always support and extend children's learning. Children are now organised into keyworker groups and have opportunities during each session to work together in small groups, although sometimes the less able children disrupt the learning of the more able children. Staff use many opportunities during the session to develop children's awareness of mathematical concepts, but sometimes miss opportunities to extend the more able children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle well at the beginning of sessions, are confident and independent. They are able to express their needs and feelings well and ask for help when necessary, for example to fasten painting aprons. They are able to play co-operatively, for example during role-play but do not always share resources willingly and are not supported well in learning to negotiate conflict themselves. Some children need additional support in making independent choices during extended free play sessions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident, articulate speakers and regularly initiate conversations with their peers and adults. They use language well to recall past events and talk about what they are doing. They enjoy listening to stories but do not regularly handle books themselves. They use writing materials confidently and some children can write their own names. However, they do not regularly use writing materials to imitate writing for a range of different and meaningful purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count confidently and match numbers to the objects they are counting. They can count on to find out the number that comes next and many can recognise corresponding numerals. More able children are not regularly encouraged to extend their awareness of number by solving simple practical problems. Children sometimes access resources that develop their awareness of different concepts and are beginning to use appropriate language to make comparisons of size and position.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate a range of materials and to find out about features of their environment and the natural world. For example, they grow plants, care for rabbits and visit local areas of interest. They sometimes access construction materials during free play and are learning basic computer skills. They are beginning to sequence events in their lives and use words such as yesterday and next week appropriately in conversation.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move safely and confidently both indoors and outdoors and have access to a range of equipment to develop skills such as climbing, balancing and using wheeled toys. They negotiate obstacles well and can stop and start safely. However, children generally choose these during free play and are not encouraged to build on what they can already do. Children regularly use small resources and tools and use them with increasing control and safely, for example they cut accurately with scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy exploring and experimenting with craft materials to create imaginative artwork. They enjoy listening to different styles of music but rarely join in with or sing familiar songs and rhymes. They regularly engage in small world and role-play and use resources imaginatively to extend their play and to imitate real-life situations, for example they make cakes or talk on the telephone. They adapt and elaborate their stories to incorporate the ideas of others as they join them.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- Develop the structure of sessions and use of the learning environment to support children in accessing a wide range of activities throughout each session.
- Ensure that all staff interact appropriately with children during planned and free choice activities to support children in achieving identified learning objectives.
- Develop and implement consistent strategies for staff to support children in negotiating and resolving conflict.

*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.*