



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113716

DfES Number: 517675

INSPECTION DETAILS

Inspection Date 08/02/2004
Inspector Name Chris Mackinnon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrew's Pre-School
Setting Address St Andrew's Pre-School
St Andrew's Church
Burgess Hill
West Sussex
RH15 0LG

REGISTERED PROVIDER DETAILS

Name The Committee of St Andrew's Pre-School

ORGANISATION DETAILS

Name St Andrew's Pre-School
Address St Andrew's Church
Burgess Hill
West Sussex
RH15 0LG

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

St Andrews Pre-School opened in 1981. It operates from two large church halls in Burgess Hill in West Sussex. The pre-school serves the local area.

There are currently 68 children from two to five years on roll. This includes 48 funded three year olds and 16 funded four year olds. Children attend for morning sessions. The setting currently supports six children with special needs and three who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45am

There are 6 full time and two part-time staff who work with the children. Two staff are currently working towards a recognised early years qualification. Over half the staff have early years qualifications. The setting receives support from a mentor from West Sussex Early Years Development and Childcare partnership. The setting has completed Effective Early Learning accreditation and is a Pre-School Learning Alliance member.

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

How effective is the nursery education?

St Andrews Pre-School provides a caring and safe learning environment, with children making very good progress towards the early learning goals. The overall quality of the teaching is very good and staff have a sound and effective knowledge and understanding of the foundation stage. Staff are confident and skilled in providing the children with a balanced range of practical and stimulating activities. However, the development of more challenges for younger children is a point for consideration. The setting's planning, organisation and staff deployment supports children well in their development and learning.

The leadership and management of the setting is very good, with the supervisor and staff confident and experienced in assessing the strengths and weaknesses of the learning programme. The head teacher and staff work well as a team and are committed to the improvement of care and education for all children. A clear and well organised system is in place to help staff evaluate and review the effectiveness of the pre-school's practice.

The partnership with parents is very good. Parents receive written guidance on the early learning programme. Further development of the information provided to parents is a point for consideration. Parents are encouraged to participate in their child's learning and contribute to the learning themes. Each child has an individual profile that staff and parents develop together. Parents receive regular information on their children's progress towards the early learning goals.

What is being done well?

- children are motivated to learn and form good relationships with adults and each other;
- children speak confidently and use language creatively;
- children are encouraged to investigate, develop design and making skills and learn about other cultures
- children and are encouraged to be creative, use imagination and communicate their ideas;
- staff are experienced and confident and use resources well to extend and develop children's learning;
- staff are well led and managed and committed to the improvement of care and learning for all children.

What needs to be improved?

- Points for consideration:

- provide more opportunities for children to explore a sense of time;
- develop the challenges provided for younger children in mathematical development and knowledge of the world;
- develop the information provided for parents on the early learning programme.

What has improved since the last inspection?

Since the last inspection, the setting now gathers information from parents on individual children's home background aid development, when children move to the three years plus section of the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happy and are interested and motivated to learn. They build good relationships which are supported by staff. Children's behaviour is very well managed with staff encouraging good social skills and independence. Children are confident and able to work in groups, take turns well and are able to select resources and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to adults and others, with staff providing many opportunities to develop and extend language and literacy skills. Rhymes, story-books and the use of role-play feature strongly in this area of learning. Children develop an interest in language and enjoy using new words and phrases. The setting organises its own mini-library for children, to encourage literacy.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff encourage children to learn numbers and calculate, with well prepared activities and very good use of interesting and stimulating resources. Staff encourage children to explore shapes and patterns well, solve simple mathematical problems and develop mathematical ideas. Children are introduced to concepts like addition and subtraction and estimating sizes and distances. A point for consideration is the further development of maths challenges for younger children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide opportunities for children to explore, investigate and identify features of the local and wider world. Children are able to explore different materials and objects and develop design and making skills. Children learn about the natural world and their local environment and are confident with information technology. The provision of more opportunities for children to explore a sense of time is a point for consideration.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and are expressive with good and developing control and awareness of others. Children are able to use small and large equipment well, with outdoor physical play combined with handling tools and materials indoors. The pre-school is well resourced and provides regular opportunities for physical play and activities, with two well prepared outdoor play areas.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enter enthusiastically into role-play and express and communicate their ideas well. Staff provide a very good range of activities to develop imaginative play, with imaginative art and design activities and lively music sessions, with opportunities also to explore smell, touch and taste provided. Staff encourage the children to share their thoughts and ideas and children contribute well to the development of the play and learning activities.

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 explore a sense of time;
- develop the challenges provided for younger children in mathematical development;
- develop the information provided for parents on the early learning programme.

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.