



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY281732

DfES Number: 520301

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Caroline Bishop

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Walberton Pre-School
Setting Address Walberton Village Hall
The Street, Walberton
Arundel
West Sussex
BN18 0PJ

REGISTERED PROVIDER DETAILS

Name Ms Gillian Amanda Foulds and Mrs Helen Louise Baxter

ORGANISATION DETAILS

Name Walberton Pre-School
Address 30 Parsons Walk
Walberton
Arundel
West Sussex
BN18 0PA

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

Walberton pre-school is set in a village hall in the rural village of Walberton. The group is open daily from 09:15 - 11:45 during term time, and serves the local village communities.

It operates in two rooms, the large main hall is used for the older children and the younger children use an adjoining room. There is also a large grassed area directly outside which the group often uses.

The pre-school is registered to have 26 children in the large hall and 15 children in the small hall, and there are presently 10 funded four-year-olds and 25 funded three-year-olds.

There are two leaders who take responsibility for one of the groups each. Eight other members of staff also work with the children.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

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 Walberton Pre-school is acceptable and is of good quality. Children are making generally good progress towards the early learning goals.

Children are making generally good progress in personal, social and emotional development and mathematics and very good progress in all other areas.

The quality of teaching is generally good. Children are motivated to learn through a good range of planned, practical activities. Children develop good language skills, build confidence and develop self-esteem through effective interaction with staff. Children behave well most of the time, especially when working independently and in small groups, but teaching methods are not always effective in helping older children to concentrate in large group activities. The arrangement of most activities and equipment allow children to be independent, to explore and to make choices. Older children are encouraged to be more independent and to take part in more challenging activities, although there is limited challenge for older children to solve problems in mathematics and to compare numbers. Teaching methods support children with special educational needs.

Leadership and management of the group are very good. The two supervisors have clear aims for children's learning and good relationships with the team of staff. Plans are discussed and reviewed at staff meetings and staff regularly attend training sessions to improve and update their knowledge. An effective staff appraisal system is in place and is used to make plans for improvement.

Partnership with parents and carers is very good. Parents receive useful information about the setting and curriculum. They have good relationships with staff and share information about their children informally. Parents are well informed about their children's progress and are involved in their children's learning, doing related activities at home and contributing to activities at the Pre-school.

What is being done well?

- Children interact very well and develop very good language skills.
- Children are enthusiastic, make choices confidently, and work well independently and in small groups.
- Children develop good creative skills where they express themselves freely and respond to a range of experiences in art, craft and music.
- Children take part in practical activities where they explore and find things out for themselves.

What needs to be improved?

- the behaviour of children in some large group activities;
- opportunities for older children to solve mathematical problems regularly in practical activities and to compare groups of objects in everyday routines and situations.

What has improved since the last inspection?

The group was asked to give children more opportunities to use pictures, symbols, familiar words and letters in their writing; to improve the teaching of mathematics by providing more practical, problem solving activities; and to provide a more balanced mix of groupings and to improve the planning system.

The Pre-school has made generally good progress since the last inspection.

Children now learn more about how words, letters and pictures are used to convey meaning, using recipes when making dough and using their names to label their work. Children's mathematical skills are increasing with the effective use of games and use of some mathematical language in activities. However, there are still limited opportunities for older children to solve mathematical problems regularly and to compare groups of objects in everyday routines and situations. The planning system has been extended and now includes aims for children's learning and children take part in a good mixture of activities and groupings throughout sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are enthusiastic about doing activities, they show excitement and anticipation when looking at new PE equipment, and demonstrate developing confidence when trying it out. They work well in small groups, taking turns to use the computer and sharing equipment in the home corner, and concentrate very well working on their own. However, some older children show limited concentration in large group activities. Children explore, do things for themselves, and make confident choices.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good language and communication skills and extend their vocabulary when listening to stories and talking to staff. They are beginning to recognise letter sounds, to understand how letters are used to make up their names and to use writing for different purposes, using a recipe to make dough and putting printed messages onto cards. Children enjoy using books and contribute to stories. They learn to write their own names and older children label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well and recognise numbers in free play and during registration. They show good understanding of number order and which number comes next. Children use a variety of mathematical vocabulary, finding different shapes when choosing biscuits, comparing size and talking about pattern when making garlands. Some children solve mathematical problems, but there are limited opportunities for older children to solve problems and to compare numbers in practical routines and situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children ask questions and explore, talking about what happens when they use sandpaper on wood and what will happen as various ingredients are added when making dough. They build well using construction equipment, and learn to use a computer independently. Children find out about the local environment and visit the local community. They learn about differences in time, comparing life at the time of St George with today. Children learn about different cultures in practical activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and negotiate space well, dancing with ribbons and going around the Maypole. They use new equipment such as stilts, skis and large shuttles with increasing balance, co-ordination and perseverance. Children show increasing control and independence using a range of small equipment, when threading pasta, using scissors, spooning flour and pouring water. They learn about personal hygiene and why they need to wash their hands before cooking and eating.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use paint freely and creatively, exploring what happens when they mix colours and showing fascination at the patterns and textures made by dragging different objects through paint. Children listen to a variety of music and express themselves freely while dancing with ribbons. They use their senses to explore, tasting, smelling and touching lemons, and feeling ingredients when making dough. Children show good imagination especially in role-play, and act out well-known stories.

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 teaching strategies to help improve the behaviour of children during large group activities;
- introduce more opportunities for older children to solve mathematical problems regularly and to compare groups of objects in everyday routines and situations.

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.