



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 254013

DfES Number: 500293

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chapel Break Pre-School
Setting Address Chapelbreak Village Hall
Bowthorpe
Norwich
Norfolk
NR5 9LG

REGISTERED PROVIDER DETAILS

Name The Committee of Chapel Break Pre-School 1044168

ORGANISATION DETAILS

Name Chapel Break Pre-School
Address Chapel Break Village Hall
Bowthorpe
Norwich
Norfolk
NR5 9LG

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

Chapel Break Pre-school is based in Chapel Break village hall. The group provides a range of care packages which include a breakfast and after school club, which operates Monday to Friday during school term time, sessional care for pre-school children aged two to five years, five mornings and five afternoons, a full daycare holiday playscheme during the summer holidays and a holiday club during school holidays and teacher inset days. They provide places for funded three and four-year-olds within the sessional care facility.

The group have sole use of the village hall during each session and use a variety of rooms which include the main hall, the smaller room, the bar, toilet facilities, a small office, kitchen, storage facilities both inside and outdoors and an enclosed play area outside. The group make use of a large playing field, adjacent to the village hall, for supervised group activities.

A high ratio of staff are employed and this is further supplemented by a parent rota. The majority of the staff are qualified, and a commitment to training is evident. Students are welcome on placements from the local college.

The group provide much needed provision within the local area, which include Chapel Break and Clover Hill, with some children attending from the neighbouring areas such as Costessey.

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 Chapel Break Pre-School is acceptable and of good quality overall. Children are making very good progress in personal, social and emotional development and physical development. In all other areas of learning children make generally good progress.

Teaching is generally good. Staff have a sound knowledge and understanding of the Foundation Stage curriculum enabling some effective experiences for children and encouraging them to be self motivated. A wide range of interesting and stimulating play based activities are planned, many of which reflect a theme. Children are well supported with all adults showing an interest in what children are doing. Staff are consistent in managing children's behaviour and they use praise well to motivate children. Although adults talk to children about the activities, they do not always use questioning effectively to extend learning.

Leadership and management of the setting is generally good. The group is managed by a voluntary committee that is relatively new and has not yet established an effective system to monitor and evaluate the quality of provision. There are good policies and procedures in place to ensure the smooth running of the group. Staff are aware of their roles and responsibilities and have regular meetings where the curriculum is planned and discussed. Staff are well qualified and attend courses because they are committed to improving the quality of provision.

The partnership with parents and carers is very good. Parents are kept well informed through regular newsletters and notices. Information about children's achievements are shared with parents and they are encouraged to contribute each month to their child's assessments. Parents are actively encouraged to be involved with their child's learning and they receive ample information about what their child will be learning.

What is being done well?

- Children are happy, confident, settled and enjoy the interesting activities such as the Rainbow Theme Day. Children have good opportunities to access a range of good resources and their independence is encouraged.
- Staff have clear expectations of children's behaviour and they use praise to motivate children. Staff support children well and have good relationships with them.
- The well qualified and experienced staff interact with children to integrate learning across all six areas of learning.
- Parents are kept well informed and there are good opportunities for parents to be involved in their child's learning and assessment.

What needs to be improved?

- the systems for monitoring and evaluating the provision for nursery education in order to identify strengths and weaknesses
- opportunities for children to be spontaneously creative and have access to a wider range of construction material
- the use of questions to challenge and extend learning
- opportunities for children to write their names and numbers within daily routines.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond positively to staff and have good relationships with each other. They settle quickly into the pre-school and confidently access resources and activities set out. Children are learning to share and take turns, especially within role play situations. There are good opportunities for children to access resources independently. Children's social skills are well developed by the encouragement and praise given by all adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident speakers and engage easily in conversations with other children and adults. Staff interact well with children during activities such as role play and small world play. There are various opportunities for children to recognise their name but opportunities are missed for them to write their names. Children enjoy listening to stories but adults do not spend enough time talking to children about what they have heard. Children follow instructions well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Curriculum plans show that there are many opportunities for children to count, measure, sequence and match, linked to a wide range of topics. Children are beginning to understand and to use language appropriate to shape and size but adults do not sufficiently encourage the use of mathematical language. There are limited opportunities for children to practice writing numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There is a wide range of activities that enable the children to learn from first hand experiences such as visiting the railway station and the river and going out to see the snow falling. Children learn about their own and other cultures and enjoy using information technology. Children enjoy building with bricks but there are not always sufficient construction materials available for them to choose.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely within the spacious setting. The pre-school has good facilities and equipment for outdoor play. Children use a variety of materials and equipment, showing developing co-ordination and control. Healthy eating is encouraged and snacks of fruit and vegetables are provided.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children play imaginatively in the home corner and with small world toys. They correctly name colours when sticking shapes and pictures to make a rainbow. Children enjoy painting and singing, using wooden sticks to make a rhythm. There are insufficient opportunities for children to explore a range of materials and to be spontaneously creative.

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

- ensure that there are systems in place to monitor and evaluate the provision for nursery education in the setting.
- develop the use of questioning to extend children's thinking and learning.
- improve the opportunities for children to be spontaneously creative and have access to a wider range of construction materials.
- provide more opportunities for children to write their name and numbers as part of the daily routine.

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.