



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127611

DfES Number: 517796

INSPECTION DETAILS

Inspection Date 15/10/2004
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Matthews High Brooms Pre-School
Setting Address St. Matthews Parish Hall
High Brooms Road
Tunbridge Wells
Kent
TN4 9DA

REGISTERED PROVIDER DETAILS

Name The Committee of St Matthews High Brooms Pre-School

ORGANISATION DETAILS

Name St Matthews High Brooms Pre-School
Address Hillcrest Road
Edenbridge
Kent
TN8 6JS

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 Matthews High Brooms Pre-School opened in 1975.

It operates from two rooms in a church hall in Tunbridge Wells. The pre-school serves the local area.

There are currently 32 children from 2 years to 5 years on roll. This includes 20 funded 3 year-olds and 3 funded 4-year olds. Children attend for a variety of sessions. The setting welcomes children with special educational needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 15:00.

There are six staff who work with the children, of these, two are time. Half the staff have early years qualifications to NVQ Level two or three. There is one staff member currently working towards a recognised early years qualification. The setting receives support from a teacher and development worker from the local 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 nursery education at St Matthews High Brooms Pre-school is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good, activities are well planned and managed. Staff are patient and calm, offering good opportunities for children to experience free choices and routines to promote independence. Staff provide clear instructions and ask good questions to extend children's play and learning. Good emphasis is provided on personal, social and emotional development to ensure that all children develop confidence and self esteem and have a sense of achievement.

The observations and assessments of children are thorough and systematic, evaluated against the stepping stones and early learning goals. Procedures for children with special educational needs are inclusive and positive. Individual education plans are shared with parents who are encouraged to contribute their comments. Planning is flexible and clearly focussed on what children can do and how they need to progress.

Leadership and management is very good. The supervisor provides good support and guidance and has developed a committed staff team who have a collaborative approach to their work. Staff all evaluate and monitor quality through discussions at meetings and carefully review any changes made to ensure children benefit from these.

Partnership with parents is very good. Parents receive information on the progress children make in the group. Staff provide frequent verbal feedback on children's development, and regular and flexible consultation opportunities to ensure parents access the records. Parents are able to become members of the management committee and are provided with newsletters and contribute to the records of transfer.

What is being done well?

- The planning of activities is imaginative and interesting and clearly focussed on what children can do and how they need to progress. Plans cover all the aspects in the six areas of learning, and is flexible, allowing for children's different stages of development to be catered for.
- Staff provide a warm, supportive atmosphere where all the children feel valued and secure and where they behave very well. They enable children to be confident and to have good personal independence.
- Staff provide good support for children with special educational needs and English as an additional language. There is good liaison with other

professionals to support children's needs and strategies used promote achievement and progress.

- Staff are providing children with a relaxed atmosphere and work flexibly to encourage children to be confident and to articulate their needs and preferences.

What needs to be improved?

- There are two points for consideration only;
- the planning, so that it clearly identifies physical development opportunities and outdoor activities
- the use of written language to promote children's reading and recognition of familiar words

What has improved since the last inspection?

The Pre-School have made very good progress on the issues for improvement noted at the last inspection.

They were required to:

Use the book rack regularly to encourage independence and the care of books.

A book corner has been provided in a quiet area in the hall and is effectively screened by upright boards with pictures, photographs and displays of children's work. Soft floor cushions are provided and used by the children and there are some soft toys displayed. A book case is provided with an appropriate selection of rotated books available each session. Staff usually spend some regular time in this area and read books to the children.

Develop strategies for displaying more word labels, and for having an interest table on a regular basis. There is frequent and regular use of name labels and the pre-school have used labels on items of equipment; they do not always use these as the staff noted that children took greater notice of these if they are used for shorter periods. There is a regular interest table which reflects the topic, such as autumn, with a selection of leaves, conkers and hops which have been brought in by children or collected on a recent trip.

Develop formal arrangements for parents to discuss assessments, to add their comments and observations, and display daily activity plans on a parents' noticeboard. The long, medium and short term plans are displayed on noticeboards in the lobby and in the hall, and parents receive newsletters about topics and special events. The staff encourage all parents to attend termly consultation sessions to share observations, assessments and to plan for the next steps in children's learning.

Keep samples of children's dated work to show progress and to add to individual

assessments.

Samples of children's work is kept in their folders to contribute towards the assessment of progress while they attend the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children choose between activities, select resources to use and learn to be independent; they wash their hands, wipe their noses and read their names to find their place at the snack table. They learn to share and take turns, and help staff to tidy up during the routines. Their confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children behave well and are encouraged to concentrate and contribute their "news" at registration time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy good opportunities to develop their speaking and listening skills at registration. They enjoy listening to stories and can select books independently. They are encouraged to notice print through the use of label and the sounds of letters and words during activities. Children have good opportunities for mark making and are encouraged to use a variety of resources, although some activities are not fully exploited to include a variety of examples of written information to use.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good individual support to help them count and to recognise shapes, colours and sizes. They recognise numerals, patterns and sequences and talk about numbers, quantities and sizes during the sessions for rising fives. They are all learning to use appropriate language to describe weight and measure and positions such as 'inside' and 'on top of'. Children enjoy action songs and are learning to predict, guess, count and add up when they perform the actions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use outdoor area to observe the natural world and features of the locality. They observe the changing seasons and discuss items such as leaves and hops from the interest table. Children use construction sets and choose confidently from a range of tools and fixings. They are developing skills using a computer and enjoy seeing the photographs of themselves using activities displayed on the screen saver. They enjoy experimenting with the gloop and comparing wet and dry sand.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy good opportunities to use climbing frames, sit and ride toys and balls which they use both inside and outside to increase their large muscle skills. Their manipulative skills are developing well, for example, the younger children can cut their own sellotape. All children have opportunities to use puzzles, scissors, stencils, hole punches and a good variety of small equipment on the mark marking table and they practise and refine these skills during many free play activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in music and movement sessions, using their imagination to move to the music. They draw freely and learn to apply paint in different ways, enjoying opportunities to explore painting with water outside and painting pictures inside. They enjoy choosing their favourite paint colours and use kitchen utensils with gloop. Children are confident in expressing their preferences, during activities to smell and feel various different items hidden in containers.

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:
- identify physical development opportunities and outdoor activities in the planning
- use and display a variety of written language to promote children's reading and recognition of familiar words.

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.