



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127599

DfES Number: 512786

### INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Margaret Travers

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	St. Margarets Nursery and Afterschool Club
Setting Address	St. Margarets-at-Cliffe Cp School Sea Street, St. Margarets-at-Cliffe Dover Kent CT15 6SS

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Margarets Nursery and After School Club
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### ORGANISATION DETAILS

Name	St Margarets Nursery and After School Club
Address	Sea Street Sea Street, St. Margarets-at-Cliffe Dover Kent CT15 6SS

## 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 Margaret's Day Nursery and Out of School Club opened in 1992. It operates from a large mobile in the grounds of the local school in St Margaret's near Dover, Kent. The Nursery serves the local area.

There are currently 46 children on roll. This includes 11 funded 4-year-old children and 26 funded 3-year-old children.

Children attend a variety of sessions each week. The provision has experience caring for children with special needs and children speaking English as an additional language.

The provision opens five days a week, term time only. They operate from 08.00 to 18.00, Monday to Friday. Out of school hours are 08.00 to 08.35 and 15.15 to 18.00. Pre-school children attend from 08.45 to 15.00.

Out of seven staff that work with the children, five hold an early years qualification and have attended short courses. Two other members of staff are currently attending qualification courses. The group receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

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

### How effective is the nursery education?

St. Margarets Nursery provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Teaching is of a high quality. Staff consistently talk with children encouraging them to problem solve and extend their thinking. Staff work well as a team and develop planning together which is effective; this ensures there is a wide range of interesting practical activities through which children are learning well. Staff encourage children to learn through topics and child-initiated experiences. They know children well and monitor and assess their progression. Through regular observations they plan the next steps for individual children. The nursery have systems in place for supporting children with English as an additional language and special educational needs.

Staff create a stimulating learning environment and encourage children to develop and extend their ideas well. They divide children into a younger and older group at snack time; this works well as children's skills are extended appropriately for their stage of development. Staff encourage good independence and children have a 'tidy up time' but in between some younger children leave books and toys for others to tread on.

The leadership and management of the setting is very good. The manager is effective in maintaining a committed staff team who work well to monitor and evaluate the provision; modifying and making changes wherever necessary. Management encourage staff to attend regular training courses. They use a formal system for recording and feeding back new ideas at staff meetings.

The partnership with parents and carers is very good. Parents can become involved in their children's learning by joining the management committee. They receive useful information about the curriculum and how they can support their children at home.

### What is being done well?

- Children are learning and developing well due to a very high standard of teaching. Children are constantly encouraged to problem solve and to think for themselves. They receive good opportunities to extend their learning and develop their ideas.
- There are excellent opportunities for children to extend their language skills through daily activities and routines. Staff use a wide range of interesting experiences in which children develop vocabulary and express their feelings and thoughts.
- Children are constantly encouraged to explore and investigate both inside

and outdoors. The outdoor learning environment is organised effectively so that children move freely from one to the other taking resources and extending their knowledge and understanding of the natural world.

- There are a wide range of practical activities and interesting resources in which children are becoming enthusiastic learners. They are developing good mathematical and communication skills, and participate in an interesting range of cross curriculum topics. Plans are flexible, and children's interests are followed and integral in topic work.

#### **What needs to be improved?**

- children's awareness for the need to replace books and toys as they finish with them

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

The improvement since the last inspection has been very good.

At the last inspection the setting was required to address one point for consideration; this was to improve children's writing skills by reorganising staff deployment during circle time. Staff now use two circle times for younger and older children effectively and staff deployment is very good. Children's writing skills are developing well.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The nurturing, friendly environment in which children are treated as individuals supports their confidence and enjoyment of learning. Children are developing good autonomy and self respect. Their behaviour is good and they are learning to share. Children show high levels of concentration as they choose and initiate learning experiences. Relationships are very good, and children work well together and with staff. They are learning to respect the needs of others and care for the environment.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are encouraged constantly. They feel and describe fruits and tactile objects, and are developing new vocabulary. Children discuss their ideas with others in the role play hairdressers and write appointments. They recognise their names and other words and write these on artwork. They are developing writing through play both inside and out, and practise in sand and paint. Children enjoy stories and use a well resourced book area. They make up their own stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count during their play and routines. They are developing good awareness of numbers. Children arrange chairs for snack time working out how many they need and how they will fit into the circle. They count children, cups and biscuits. During model making children count wheels on vehicles and add two groups of numbers together. They cut fruit into halves and discuss shapes and sizes, developing good mathematical language. Children make and recognise patterns when painting. .

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children plant bulbs and take walks in the local field and wood to observe changes and wildlife. They use a large grassed garden as an outdoor learning environment with sand, water and gardening areas. They make playdough and cook gingerbread and pizza, and discuss how they have changed since they were babies. Children make models using recycled materials, and a woodwork bench making good predictions and modifications to their models. They are learning about other cultures and beliefs.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children use climbing and balancing equipment and extend learning when using apparatus in the infant school playground. They use small wheeled vehicles well. They are learning to extend their ball skills. Children are developing good stamina, strength and coordination as they freely move in the outside learning area. Children discuss the importance of eating healthy foods. They use a range of laces, beads, paint rollers and puzzles to develop dexterity and manipulation.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children have consistent daily opportunities both inside and out to explore colours and textures. They paint, make models and develop ideas using sand, water, pasta and collage materials. They are encouraged to develop their skills further by mixing different shades of coloured paint, and experiment and explore different ways of applying paint. Children use role play areas and puppets. They make up stories and express their ideas well. They sing and use musical instruments.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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:
- awareness for children to replace books and toys as they finish working with them

*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.*