



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 131561

DfES Number: 515453

### INSPECTION DETAILS

Inspection Date	04/03/2004
Inspector Name	Lisa Jane Cupples

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Spring Road Pre-School
Setting Address	Itchen Scout Hall Spring Road, Sholing Southampton Hampshire SO19 2BH

### REGISTERED PROVIDER DETAILS

Name	The Committee of Spring Road Pre-school
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### ORGANISATION DETAILS

Name	Spring Road Pre-school
Address	Itchen Scout Hall Spring Road Southampton Hampshire SO19 2BH

## **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**

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

### How effective is the nursery education?

Spring Road Pre-school provides acceptable education for the children, which is of good quality. Children are making generally good progress towards the Early Learning Goals, with some very good aspects.

The quality of teaching is very good. Staff have a clear understanding of the Foundation Stage and know what each child is expected to gain from the activities. The children's progress is monitored well. Staff identify the children's next steps and use this information to plan the curriculum. The activities are well resourced and organised to provide stimulating and challenging opportunities for the children. Staff deployment is excellent, ensuring children receive good support and individual needs are met. Staff question children effectively, to extend their learning. Behaviour management is consistent throughout. Children behave well and know what is expected of them.

The leadership and management of the setting is generally good. The committee employ experienced and qualified staff to run the day to day sessions. The team assess their own strengths and weaknesses, through evaluation of the activities and routines. Staff complete self assessments. However, there is no formal staff appraisal system in place to monitor and evaluate individual members performance, practice or contribution to the setting. The well established staff team is committed to improvement of care and education for all children.

Partnership with parents is generally good. Parents receive clear information about the setting through a prospectus and monthly newsletters. Keyworkers are available to discuss the children's progress and individual needs at the end of each session. Parents share information about their children's home learning verbally, although there are no opportunities for the parents to record their comments. The staff are friendly and approachable. Parents are welcome in the group at any time and some help during the sessions on the parent's rota.

### What is being done well?

- Children's progress in mathematics is developing well, they count with confidence and are showing an understanding of addition and subtraction through practical activities.
- Staff create a well planned, stimulating environment where the children learn through a variety of challenging activities.
- Children are well behaved and extremely polite. They are sensitive to each others needs and show consideration for others. The children respond positively to the expectations of the staff.
- Staff have a clear understanding of the Early Learning Goals and know what the children are expected to gain from each activity.

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

- the encouragement given to the children to independently access the well resourced book corner, to develop their understanding and enjoyment of books.
- the opportunities for children to use and begin to understand everyday technology and programmable toys to extend their learning.
- the system to provide parents with the opportunity to record written comments about their observations of their children's home learning.
- the procedures to effectively monitor and evaluate the staff teams individual performance, practice and contribution to the setting.

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

At the last inspection the setting was asked to address the following key issues:

Enhance planning by i) including regular opportunities for children to associate sounds with words and patterns in rhymes; ii) introduce opportunities for children to understand simple number operations, such as adding and subtracting; iii) systematically monitoring the planned programme to ensure activities to support the desirable learning outcomes are regularly included.

Enhance the partnership with parents to encourage them to share their own observations of their children's learning at home.

Improvement since the last inspection is generally good.

The planning and activities include opportunities for the children to associate sounds with words and patterns in rhymes during group work. Children are beginning to understand simple number operation, adding and subtracting groups of objects during practical activities. The curriculum covers all six areas of learning well, ensuring the children receive a well balanced programme.

The parents share information about their own observations of their children's learning at home verbally. There are no opportunities for the parents to record their comments on their children's records.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to learn and participate in activities enthusiastically. They are able to sit quietly and show high levels of concentration. Children form good relationships with adults and their peers. They are sensitive to each others needs and show consideration for each other. Children are well behaved and extremely polite. They are independent and confidently select resources and activities. Children are able to express their feelings clearly.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and communicate well with others. They have a good vocabulary and experiment with the sounds of new words. Children explain their ideas and negotiate well with other children. They recognise the sounds of letters and enjoy stories. However, there is little independent use of the book corner, limiting the children's opportunities to use books on their own. Children write their names and practice emergent writing skills in a variety of situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to and above 13. They recognise numerals up to 10. Children count everyday objects and items during practical activities and free play. Children are beginning to problem solve and to understand simple number operations. They add and subtract groups of objects, recording their findings. Children use mathematical language well to describe shape, position, size and quantity. They recognise patterns and recreate them accurately.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore an extensive range of natural and man made resources during practical activities. They are curious and ask questions to find out more. Children construct models using a selection of materials. Children have taken photographs of the environment. However, there are few opportunities for the children to use technology or programmable toys to extend their learning. Children have a good sense of time and place and are beginning to understand other cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move around the setting with confidence using their imaginations well. They have good control and co-ordination, negotiating a range of equipment with ease. Children recognise the changes to their bodies during and after physical activities. They have a very good sense of space and are aware of others around them. Children manipulate a broad range of tools and objects with increasing control and have good hand eye co-ordination.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children recognise colours and shapes during practical activities. They explore different textures and describe how they feel, smell and look. Children use their imaginations extremely well during role play and free play. They confidently sing songs from memory, individually and in groups. They match movements to music and action to rhymes with enjoyment. Children recognise patterns in rhymes and the changes to sounds during group activities.

**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**

- provide more opportunities for children to use everyday technology and programmable toys and explore ways to encourage children to independently access and use the book corner.
- provide opportunities for parents to record their comments about their children's learning at home.
- implement a formal staff appraisal system to effectively monitor and evaluate the staff's individual performance and contribution to the setting.

*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.*