



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 154384

DfES Number: 538623

INSPECTION DETAILS

Inspection Date	08/11/2004
Inspector Name	Olive Sumner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Kindergarten
Setting Address	Fawley Methodist Church Hall Chapel Lane, Fawley Southampton Hampshire SO45 1EB

REGISTERED PROVIDER DETAILS

Name	The Committee of The Kindergarten
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ORGANISATION DETAILS

Name	The Kindergarten
Address	Fawley Methodist Church Hall Chapel Lane, Fawley Southampton Hampshire SO45 1EB

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

The Kindergarten opened in 2001 and is privately owned. It operates from a church hall in Fawley near Southampton and children have the use of two rooms and an outside area. Children come from the local and surrounding area and attend for a variety of sessions.

The pre-school is registered for 24 children each session. There are currently 15 children from 2 years to 5 years on roll. Of these 12 receive funding for nursery education. The pre-school opens five days a week during school term times. There are eight sessions a week. Sessions are from 09:15 until 12:45 each morning and from 12:45 until 15:15 every afternoon except Tuesdays and Thursdays.

There are four members of staff working with the children, three of whom have relevant early years qualifications and a fourth member who is currently training. The pre-school is registered with the Early Years Childcare and Development Partnership (EYDCP) and follows the Montessori ethos. The pre-school is working towards accreditation with the Effective Early Learning Programme (EEL).

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

How effective is the nursery education?

The Kindergarten provides good quality nursery education which enables children to make generally good progress towards the early learning goals. In creative development children make very good progress.

The quality of teaching is generally good. Staff are supportive, caring and interact well with the children who are confident and involved in what they do. Relationships are very good and children behave well and staff are very good role models. Teaching is effective when staff know what children are expected to learn from their play and practical activities. Planning and assessment relate clearly to the stepping stones of the early learning goals and enable children to make good progress. Children make very good progress exploring and investigating a wide range of materials and media and respond to their senses and they develop their imagination very well. At present they lack consistent opportunities to develop physical skills using large and small equipment, have insufficient opportunities to attempt to write their name or to link sounds to letters and use everyday technology. Learning is effective when activities are well timed and organised but on occasion some activities are not supported sufficiently and children do not extend their learning. Effective systems are in place to support children identified as having special educational needs.

Leadership and management are generally good. The owner/manager is very committed to improving the care and education of all the children. She is well supported by her capable deputy and the staff team.

Partnership with parents is generally good. Parents appreciate the good quality provision, the friendly, welcoming atmosphere and the supportive staff. They have some good opportunities to be informed of children's progress and achievement on a day to day basis but lack planned opportunities to discuss the early years curriculum, their children's progress and achievement and to contribute to children's learning.

What is being done well?

- Children are interested and motivated by what they do in a well resourced and stimulating environment. Relationships are very good and children are well managed by staff who are very good role models. Children make very good progress acquiring skills of personal independence and are able to select resources independently and make choices.
- Children interact and talk with one another and with adults very well and confidently use speech to organise real and imagined experiences. They respond to well told stories and enjoy rhymes and songs. They use their imagination and show confidence and enjoyment matching movement to music and develop their imagination in role play scenarios and in imaginative

games. They respond to their senses and explore and investigate a very good range of materials and media and express and communicate their own ideas.

- Staff are caring and supportive and interact well with the children. Planning and assessment are effective and well related to the stepping stones of the early learning goals of the Foundation Stage.
- The owner/manager is committed to providing quality provision and is well placed to do so. She is considerate and supportive of the needs and feelings of the children, parents and staff. She leads a supportive staff team who are committed to improving the care and education for all children.
- There is an effective partnership with parents who value the commitment of the staff and the progress their children make.

What needs to be improved?

- more opportunities for children to attempt their own writing and to hear, say and link sounds to letters.
- the timing and organisation of some activities and more opportunities to extend and develop learning through planned activities across the curriculum
- extend opportunities for children to know about the uses of everyday technology
- consistent opportunities for children to develop physical skills using large and small apparatus
- opportunities for parents to discuss the curriculum, progress and achievement and to contribute to learning.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, motivated and show interest in what they do. They can work independently or in a small group, although do not always listen well in large group activities. They take turns and share and show consideration for one another. They become aware of their own feelings and those of others and begin to understand their own culture and that of others. They make very good progress acquiring skills of personal independence. Relationships are very good, children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently and show awareness of the listener. They use speech to organise real and imagined experiences in role play as when going on a picnic or when exploring materials in the outside environment and have good opportunities to extend their vocabulary. Children respond with enjoyment to well told stories, rhymes and songs. They confidently recognise their name. They have insufficient fun opportunities to hear, say and link letters to sounds or to attempt their own writing.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use and say numbers in familiar context and learn to count reliably and to recognise numbers. They begin to develop understanding of addition and subtraction from number rhymes and number stories. Children learn to describe and compare shape, size, quantity and position from a good range of practical resources. On occasion opportunities are missed to enable them to build on what they know and there are insufficient planned practical activities to extend children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make good progress exploring and investigating using their senses and identifying the features of living things as when finding the snail and exploring the properties of materials. They build and construct with a wide range of resources. Children make good progress learning about past and present in their lives, features of the area where they live and the natural world and environment. They have insufficient opportunities to know about the uses of everyday technology.

PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children move confidently imaginatively and safely in the indoor space in musical movement activities and they show awareness of space. They are developing control and co-ordination running and jumping. They use small tools with increasing skill. At present children have limited and inconsistent opportunities to travel, climb and balance and to extend their physical skills using small and large equipment including wheeled toys.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress exploring colour, texture and media and respond very well to their senses and activities are very well supported by staff. They express and communicate their own ideas, feelings and thoughts and develop their imagination in role play and imaginative games. They participate with enjoyment and enthusiasm matching movement to music and sing songs from memory.	

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

- review the planning, organisation and timing of activities so that children have consistent and regular planned opportunities to extend their learning across the curriculum and build on what they know
- increase resources and provide regular opportunities for children to develop and extend their physical skills using large and small apparatus.
- ensure children have consistent opportunities to attempt their own writing including their name and to have fun opportunities to hear, say and link sounds to letters.
- continue to develop the effective parent partnership by providing planned opportunities for parents to be informed of children's progress and achievement and the early years curriculum and to contribute to learning.

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.