



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY136364

DfES Number: 500168

### INSPECTION DETAILS

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

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Acle Pre School  
Setting Address Fletcher Room, Fletcher Way  
Acle  
Norwich  
Norfolk  
NR13 3RQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Acle Pre School 1073002

### ORGANISATION DETAILS

Name Acle Pre School  
Address Fletcher Room, Fletcher Way  
Acle  
Norwich  
Norfolk  
NR13 3RQ

## 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

Acle Pre-School is committee run and opened in its current premises in 2002. The group originally opened in 1976. It operates from a purpose built unit positioned within the primary school grounds. Acle Out of School Club is run from the same premises. There is an enclosed outdoor play area. The pre-school mainly serves the local community and operates Monday to Friday 09:15 to 15:15 term time only.

The pre-school is registered to care for a total of 26 children from two years to under five years. The group admission policy accepts children from 2 years 6 months. There are currently 41 children on roll. This includes 22 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The setting supports special needs. There are currently no children who speak English as an additional language on role.

There are seven staff and a staff rota system in use. The manager and one further staff member are qualified to NVQ level 3 equivalent or higher. Four staff members are attending training to gain level 2 in 2005.

The setting receives support from the 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 provision of nursery education at Acle Pre-School is acceptable but has some significant areas for improvement. Children make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in knowledge and understanding of the world and physical development. Progress towards communication, language and literacy, mathematical development and creative development has significant weaknesses.

The quality of teaching has significant weaknesses. Staff include children with special educational needs well ensuring their individual needs are met. Staff keep detailed records of children's experiences in each area of learning but these are not linked sufficiently to children's progress towards the early learning goals. Staff have some understanding of the Foundation Stage curriculum but plans are not implemented to promote progress towards the early learning goals. Staff relate well to children but their expectations are not high enough and fail to provide an interesting and challenging environment. A lack of structured activities and staff's lack of confidence in some areas of learning constrain children's progress.

The leadership and management has significant weaknesses. The pre-school benefits from a dedicated committee but their monitoring of the provision has not identified fully the areas for development. Children's progress towards the early learning goals is not systematically evaluated. Staff are committed to staff training and development. Staff have regular staff meetings and an opportunity each year to review their work.

Partnership with parents and carers is generally good. Parents receive good information about procedures but do not have sufficient written information about the curriculum. A notice board for parents is informative about activities relating to topics.

### What is being done well?

- Staff support children in their interests and in their role play.
- Children communicate well with each other and with adults.
- Children are confident, take turns and co-operate with each other.
- Children with special educational needs are well supported.
- Parents are encouraged to contribute to their child's assessments and staff are available daily to talk to parents.

### What needs to be improved?

- the provision for communication, language and literacy, mathematical and creative development.
- Staff's knowledge and understanding of the Foundation Stage curriculum and how to use the stepping stones to plan for children's progress.
- information about the curriculum in the pre-school booklet.
- effective systems for monitoring and evaluating the provision for nursery education.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy, involved in the activities provided and have positive attitudes; they are well behaved. Children are learning to take turns and co-operate with each other. They are encouraged to be independent, making decisions about what they would like to play with and select resources for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children listen to each other and communicate well with staff and friends when playing together. Staff encourage children to talk about what they are doing and some ask questions to develop children's thinking. There are limited planned opportunities to develop awareness of letter sounds and how to link sounds to letters. Children are not routinely encouraged to write their names or develop an interest in books.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's understanding of number through practical activities is lacking. There are opportunities for children to match and sort but they are not encouraged to solve simple practical problems. Some mathematical experiences, linked to the topic, are planned but these are not developed so that children progress towards achieving the early learning goals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with good opportunities to learn about the natural world. Plans show that children are given a range of experiences related to this area of learning. There are limited opportunities for children to use IT to support learning. Children enjoy using construction materials and opportunities for small world play help children's ability to begin to create their own environment, or that of others. Children are increasing their awareness of a range of cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely within the room and outside area. They have good spatial awareness. They use a variety of small equipment, toys and tools safely, showing developing co-ordination. Children have opportunities to balance, peddle and jump using a range of equipment to expand their physical development but outside equipment does not provide sufficient challenge to meet the needs of older and more able children.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have too few opportunities to explore and experience resources using their senses. They enjoy painting and making but many craft activities are adult-led and there is limited access to self select resources to be spontaneously creative. Children are beginning to use imaginative play to explore situations using their own experiences. They have limited opportunity to enjoy music and musical instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide more planned opportunities for children to develop their communication, language and literacy, mathematical and creative skills through everyday activities
- develop staff's knowledge and understanding of the Foundation Stage curriculum and how to use the stepping stones to plan for children's progress
- provide information about the curriculum in the pre-school booklet
- introduce effective systems for monitoring and evaluating the provision for nursery education.

*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.*