



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 200473

DfES Number: 514820

### INSPECTION DETAILS

Inspection Date 16/03/2004

Inspector Name Paula Hunt

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name ABBEY PRE-SCHOOL

Setting Address C/O PRIORS FIELD PRIMARY SCHOOL  
CLINTON LANE  
KENILWORTH  
WARMS  
CV8 1BA

### REGISTERED PROVIDER DETAILS

Name Mrs Brigitte Nevey

## 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

Abbey Pre-School opened in 1964. It operates from a double portacabin in the grounds of Priors Field Primary School in the town of Kenilworth in Warwickshire. The pre-school serves the local area. The pre-school has a secure outdoor play area and has access to the school grounds.

There are currently 15 children from 2 to 5 years on roll. This includes a number of funded 3 and 4 year olds. Children attend for a variety of sessions. The pre-school is able to support children with special educational needs and who speak English as an additional language, however there are currently no children attending.

The pre-school opens 5 days a week during school term times. Sessions are from 09:00 until 11:45 for the older children and 13:15 until 15:15 for the younger children.

Four permanent staff who work with the children are employed on a mostly part time basis. Half the staff have an early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The pre-school are members of the Pre-School Learning Alliance and receive support from an advisory teacher from the Early Years and Childcare Partnership.

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

### How effective is the nursery education?

Abbey pre-school is a friendly, welcoming pre-school where children are making generally good progress overall towards the early learning goals.

The quality of teaching is generally good. There are some good small group and one to one activities but there is a lack of detail in the planning for continuous provision such as the role-play, which leads to some children not being sufficiently challenged or occupied. Limited planning also for physical development leads to children not being sufficiently challenged. Staff's assessments of where children are in their learning is progressing however, there should be more awareness of how individual children need to be helped to move to the next stage.

The leadership and management of the pre-school is generally good and there is a strong commitment to improving care and education for children. Regular staff meetings enable some monitoring and evaluating of the provision but the supervisor needs to ensure that staff are clearly aware of their roles and responsibilities and that all play areas are appropriately resourced.

The partnership with parents is generally good. Parents are given adequate information about what their children are doing through a prospectus, regular newsletters and parent's notice board. There are informal systems in place to inform parents about their children's progress, which could be extended, to ensure that all parents are sufficiently aware of the early learning goals.

### What is being done well?

- Children separate well from their parent/carer and settle quickly to an activity.
- Small group and one to one activities give children confidence to show an interest and to question what they are doing.
- Children have formed good relationships with each other and staff.
- A good variety of interesting and worthwhile activities is provided to help children progress across the six areas of learning.

### What needs to be improved?

- staffs knowledge and understanding of the foundation stage
- the learning environment and resources to enable children to be more independent, select resources and initiate learning across all the areas of learning
- the planning and provision of activities so that the more able children are interested and challenged. Use this information to plan the daily programme

more precisely

- children's assessments to ensure they are showing accurately what the children are learning.

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

The setting has made generally good progress since the last inspection and many changes are already in place which contributes well to the children's overall learning. Assessment and record keeping systems have been extended to include all children. Observations and assessment are used to inform planning however, there needs to be more detail and consistency to ensure that all areas of development are covered and that there is regard for children who need more challenge. The provision for mathematics is now generally good and the provision for communication, language and literacy has improved.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy to come into the pre-school and leave their parent/carer. They are making good relationships with staff and each other in small group and one to one activities. Whilst children have some independence in choosing their own activities, older children do not have sufficient choices to extend their learning positively. They concentrate and sit quietly when appropriate demonstrated at registration and discussion time. Children take turns willingly and share equipment well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use books well and show enjoyment in stories, rhymes and songs. They talk confidently to each other and staff and enjoy imaginative play, using language to explore pretend imaginary experiences. However, there are limited opportunities to fully explore their ideas and feelings. Children recognise their names and some are beginning to write them independently. Opportunities to write are provided in role-play activities such as writing a shopping list in the shop.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and counting and can recognise and use numbers. They show an interest in talking about shapes and show an awareness of similarities of shape and the environment. They learn to use mathematical language such as "big and small". Staff do not encourage children to count everyday items for example, counting each other at registration or the number of biscuits needed at snack time and more able children are not always stretched in activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are curious and interested in exploring and investigating. The planting of seeds gives the children good opportunities to observe, question and comment on what is happening. Celebrating their own birthdays and referring to past events help the children to understand the passing of time. Walks around the school provide good experience for the children to learn about their environment. They learn about different cultures through topic work and festivals such as Diwali.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to use a variety of small equipment and tools such as threading, jigsaws, play dough and a range of larger equipment such as the slide and climbing frame. However, planning for this area lacks detail with no provision for the children to develop their physical skills progressively or to ensure that children are made aware of good practices with regard to keeping healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imaginations well in art and role-play and when telling stories. They have good opportunities through a range of planned activities to use their senses to explore and respond to colour, texture, shape and form when painting and modelling. Children enjoy songs, rhymes and music sessions. Although children can use their imagination in some experiences, the role-play area does not always encourage children to communicate their ideas and feelings appropriately.

**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**

- Develop staffs knowledge and understanding of the foundation stage to enable them to provide the activities to increase the children's learning across all areas.
- Continue to develop the planning of the educational provision to show specifically what the children will be learning, how they will be grouped, how the adults will be deployed and how the activities will be adapted to the needs of the children who learn more quickly or slower than others. Further develop children's assessments to ensure they are showing accurately what the children are learning. Find ways of using this information to inform future planning as to what children need to learn next.
- Develop the resources and learning environment for the continuous provision to ensure a balance of child and adult initiated activities enable children to be more independent, select resources and initiate learning across all the areas of 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.*