



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131571

DfES Number: 518249

INSPECTION DETAILS

Inspection Date	04/02/2004
Inspector Name	Amanda Shedden

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stephens Early Years Centre
Setting Address	Oakley Road Southampton Hampshire SO16 4LG

REGISTERED PROVIDER DETAILS

Name	Ms Kay Alison Doswell
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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

Stephens Pre School is privately run & was established in 1990. It is based in two rooms of a dance studio in Shirley, Southampton & serves the local community.

There are currently 57 children between 2 years 9 months & 5 years on roll. At present this includes 12 funded 4 year olds & 28 funded 3 year olds.

Stephens pre school is the inclusive early years centre for Shirley, Southampton & supports children with special needs. It also supports children who are learning English as an additional language.

The pre school is open from 8.30 a.m. until 3.00 p.m. Monday -Friday during school term time. A breakfast session runs from 8.30 -9.00, morning session from 9.00 until 11.30, lunch session from 11.30-12.30 & afternoon session from 12.30 until 13.00.

Nine full time staff work with the children. five staff members have early years qualifications & three staff members are working towards early years qualifications. The pre school receives support from the Head of Special Educational Needs for Southampton & has P.L.A. accreditation.

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

How effective is the nursery education?

Stephens Early Years Centre offers very good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of individual children and praise and encourage them increasing confidence and self esteem. Good, effective plans are in place and staff are skilled at interacting with the children encouraging them to expand on their own knowledge and experiences. Staff have a sound understanding of the stepping stones in all the areas of learning enabling them to provide for the children a broad and interesting range of activities and learning experiences. Children with special needs are especially well supported.

Regular observations and assessments are made on the children and this information is used to focus the teaching of individual children, enabling them to achieve. The volume and organisation of good quality resources is used well to support children's progress in all areas of learning.

Leadership and management is very good. Staff work well as a team and clear communication and a good understanding of each of their roles allows them to provide a stimulating well balanced programme. Strategies are in place to monitor and enhance the quality of provision.

Partnership with parents and carers is very good. Staff provide a welcoming and supportive environment. Parents are well informed about the centre, it's routines and activities and are provided with a comprehensive information pack. Parents have access to a library of supportive resources. Parents and staff work together and share information about children's progress and development, for example, individual play plans that include parents input and offer suggestions for parents for use at home. Support and training are offered to parents.

What is being done well?

- Staff recognise and understand children's individual needs. Staff interact well with the children enabling them to share what they know and to build upon that knowledge.
- The children benefit from the effective and friendly communication between the staff and parents. Daily discussions and individual play plans ensure that the needs of the children are fully met.
- The wide range of resources and the planning of the sessions ensures that the children are offered a rich, varied and worthwhile educational programme.
- There is a strong emphasis on equal opportunities and children with special

needs are fully supported. Equipment is available or is adapted to enable all children to participate in the groups activities. Additional staff with appropriate training, and outside agencies are sought to enable children to benefit fully from the sessions.

What needs to be improved?

- the organisation of snack time.

What has improved since the last inspection?

The centre has made very good progress since the last inspection and all key issues have been addressed.

The long term plans now clearly indicate topics to be used.

The group now use the Early Years Southampton Partnership records of achievement to track the children's progress.

The leaflets showing the Desirable Learning Outcomes has been changed to reflect the early learning goals.

Planning now ensures that children have many opportunities to explore and investigate natural resources.

Posters showing the alphabet are now at a level where children can view them.

The centre now uses a mathematics programme in conjunction with the local schools to ensure that all elements of mathematical development are fully met.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships each other and adults. They co-operate and work well together, for example when sharing resources in the art activity. Children are actively involved in their learning, are confident and well motivated to learn. Children develop independence and are fully engaged in most activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning to read and write their names, they practise writing in a variety of interesting activities including imaginative and role play settings. Children can link sounds and letters and their vocabulary is developing well. Children with speech difficulties are very well supported and resources enable them to be fully included.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about mathematical understanding in an appropriate methodical manner. They enjoy a broad range of practical activities which promote an understanding of shape and number. Children have experiences through the use of routines and incidental opportunities to gain an understanding of mathematical language and to enable children to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a wide range of activities and resources that encourage them to explore and investigate. They talk about themselves and are aware of the wider world. Children enjoy using their senses to explore objects in practical activities, for example sand play, play dough and when using the range of materials to build.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good sense of space and move confidently during physical activities. Children have opportunities to use their skills whilst using the parachute, woodworking or constructing their homes. Children with mobility problems can use the range of specialist equipment to enable them to participate in the sessions.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are able to choose daily from a wide range of materials to create pictures which challenge all abilities. Children respond with all their senses to many experiences, such as tasting and smelling food and touching a range of contrasting textures. Children are able to express and communicate their ideas whilst using the role play area or fantasy cube.

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

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:
- Improve the organisation of snack time to enable children to further increase their independence.

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.