



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511117

DfES Number: 519304

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Georges Pre-School
Setting Address St. Georges Church Hall
Andover Road
Newbury
Berkshire
RG14 6NU

REGISTERED PROVIDER DETAILS

Name The Committee of St George's Pre-School 294204

ORGANISATION DETAILS

Name St George's Pre-School
Address St George's Hall
Andover Road
Newbury
Berkshire
RG14 6NU

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

St. Georges Pre-School opened in 1961 and moved to its current premises in 1992. It operates from St Georges Church hall in Newbury. The pre-school have access to two rooms and a fully enclosed out door area. The pre-school serves the local community.

There are currently thirty children on the role. This includes fifteen funded three and four year olds. Children attend a variety of sessions a week. The pre-school supports children with special needs and children who speak English as an additional language.

The pre-school opens four days a week during school term times. Sessions are from 09:20 to 11:50 am Mondays, Tuesdays, Thursdays and Fridays.

Four staff members are employed to work with the children. Two have Early Years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

St Georges Pre-school provision is acceptable and is good quality overall. Children are making generally good progress towards the Early Learning Goals. The children enjoy learning through a wide range of stimulating and interesting activities. Effective teaching helps the children make very good progress towards physical and creative development.

Teaching is generally good with some very good aspects. The strengths in physical and creative development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Activities for physical and creative development are well planned with spontaneous activities to encourage the children to express their own ideas and feelings. Staff use good questioning techniques to consolidate and enhance the children's learning. Planning of the curriculum is effective and covers the Early Learning Goals and the stepping stones however the plans do not include sufficient detail to enable practitioners to make the best use of all activities. Observations and assessments kept of the children are clearly recorded and show children's progress but do not show what needs to be included in the next stage of learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is generally good. The supervisor knows her staff well and utilises their individual strengths and skills within the pre-school. Staff work well as a team with clearly defined roles. Staff receive good support through the committee.

Partnership with parents is very good. Parents are well informed about the nursery its routines curriculum and activities. An effective parent rota is in place and clearly valued by the staff. Good quality written information about the provision is made available for all parents.

What is being done well?

- Children speak clearly and confidently as a result of the staff's interest and engagement in their play and conversations.
- Staff work well as a team to provide an interesting range of activities. Children respond enthusiastically to new experiences. They express their ideas freely through a good range of activities.
- The children are confident, sociable and have caring relationships with each other and staff. They are developing their independence skills and confidently work independently at a variety of activities.
- The staff establish a good working relationship with parents. The parents rota is effective and valued by staff, providing parents with good opportunities to become involved in their child's learning and have an insight of the

pre-school.

What needs to be improved?

- opportunities for children to select and choose own resources
- opportunities for children to enjoy books informally
- opportunities for children to compare numbers and use associated vocabulary in practical every day activities
- staff's knowledge of how to plan and evaluate the curriculum consistently to show the children's learning intentions and how the activities can be adapted to suit children who learn at different rates or have particular needs
- staff's assessment of where the children are in their learning so that they can help them move onto the next stage

What has improved since the last inspection?

The staff and committee are all new since the previous inspection which was identified to have points for consideration.

There is no evidence that the points for consideration have been implemented.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. Children's behaviour is very good they are sensitive to the needs of others, share toys and resources readily, take turns and co-operate with each other. Children are praised in their work and play helping build their self-esteem and confidence. They confidently use their initiative to expand activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident in their language skills and initiate conversations with each other and adults. They contribute their ideas, experiences and feelings with enthusiasm and explore new words confidently such as "gooey" confidently. Children listen and respond to stories enjoying visual props to aid their learning however they are not always encouraged to use books on an informal basis. Children are confident in finding name cards and beginning to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in every day situations and show that they understand size and shape through practical activities. Many children count up to and beyond ten and some recognise numbers up to sixteen. Some children are confident in comparing groups of objects through memory games. There are good one to one activities to extend the children's understanding of matching and comparing using gloves. Staff do not always consolidate mathematical learning in practical daily activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident in design and making with a good range of recycled, malleable and construction materials to enhance their skills. Children use equipment such as keyboards and typewriters with confidence. They examine and show curiosity in man made and real objects for example loading paper into the typewriter. They talk confidently about events happening in their own lives and are becoming aware of other cultures and traditions,.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children experience varied opportunities to promote their physical skills. They are adept and skilled in their physical skills through well planned and spontaneous activities. Many of the children are able to control pencils, scissors and paintbrushes with a good range of activities such as pegging out the washing to develop their small manipulative skills. Children are confident in their independence skills and show good awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children experience a good range of resources and activities to explore a variety of art media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including creative, music and movement. Children's imaginations are stimulated well with a good range of resources to develop their ideas and promote spontaneous creativity and imagination.

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

- explore ways to extend mathematical concepts with comparing numbers in every day activities;
- extend opportunities to promote children's independence in selecting some of their own materials and resources;
- increase staff's knowledge of how to plan and evaluate the curriculum consistently to show the children's learning intentions and how the activities can be adapted to suit children who learn at different rates or have particular needs;
- increase staff's knowledge of assessment where the children are in their learning so that they can help them move onto the next stage.

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.