



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 113448

DfES Number: 512739

INSPECTION DETAILS

Inspection Date 19/03/2004
Inspector Name Jenny Stanger

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cootham Pre-School
Setting Address Cootham Village Hall
 Chapel Lane, Cootham
 Pulborough
 West Sussex
 RH20 4JX

REGISTERED PROVIDER DETAILS

Name Mrs Tracey Brooks

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 pre-school is privately owned and managed by the principal. It is located in a village hall in the hamlet of Cootham on the outskirts of Storrington and has sole use of the premises during the day. There is an enclosed outdoor play area available for use.

Sessional care is provided each week day, during term time. Registration is for 24 children under five years and over two years, of whom no more than 5 may be under three years. The Pre-school is in receipt of nursery education funding.

There are six members of staff who work part-time with the children and of these five hold an Early Years qualification and the others are studying for a qualification.

The pre-school 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?

The provision for nursery education at Cootham Pre-School is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff team share a sound understanding of how young children learn and plan the curriculum to ensure that individual needs are met. They interact well together and offer sensitive support to all children, setting achievable challenges. Children are confident and happy, concentrate well, and are eager to ask questions and offer solutions to problems. Staff group the children effectively. They are clear in what they wish the children to learn both from freely chosen and adult structured activities. Children have limited opportunities to use information technology and on occasions younger children cannot easily find their favourite book. Careful observations ensure that each child's progress is tracked. Observations inform future planning and records are regularly shared with parents. Systems are in place to support children who have special educational needs. Behaviour is very good. Staff teach children to consider the needs of others and ensure that older children help the younger ones.

The leadership and management is very good. The owner ensures that clear systems for induction of new staff and support for present staff are in place. Daily discussions before each session and regular team meetings enable staff to monitor the progression of all children towards the early learning goals. They constantly review their own practice and its impact on children's learning and adjust their provision accordingly.

The partnership with parents is very good. They receive clear information about the curriculum their child follow and how it will be presented. They are encouraged to take part in the child's education. They praise the commitment of the staff team to the care and education their child receives and enjoy being part of their early years of learning.

What is being done well?

- The staff team promote learning very effectively. They have a sound understanding of the early learning goals and plan a programme of interesting activities that cover all six areas of the curriculum.
- The staff group the children well and ensure their teaching offers realistic challenges for all ages and stages of development.
- Children are confident and enthusiastic. They concentrate well and listen carefully to staff and to one another. They behave well and consider other's needs.

- Older children are able to link sounds to letters and name them, read simple words and use writing for different purposes.
- Children have many opportunities to develop their mathematical skills to count, order and solve problems.
- Relationships between staff and parents are strong. Parents appreciate the clear information they receive regarding their children's learning and enjoy their involvement with the pre-school.

What needs to be improved?

- access to books so that the youngest children can easily find favourite books in the book corner;
- opportunities for children to know about and use everyday technology.

What has improved since the last inspection?

Improvement since the last inspection is very good.

Following the last inspection the setting agreed to improve facilities for children to access resources independently and to provide more opportunities for children to investigate natural and man made materials.

Resources are now stored in labelled containers in a purpose built cupboard so that children are able to see exactly what is available.

Staff have included many more planned opportunities in children's freely chosen activities and in topic work for them to investigate natural and man made materials.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and happy. Staff plan a range of exciting activities that encourage them to play co-operatively, share and consider and respect the needs of others. Staff encourage increasing independence as children register themselves on arrival, prepare their own snacks and learn to take care of their own personal needs. Older children help younger ones and behaviour is excellent

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen carefully to adults and each other, contribute to discussions, express opinions and offer suggestions. They enjoy sharing stories, use story language to re-tell the familiar 'Goldilocks and the Three Bears'. Some children read familiar words. They link sounds to letters and words. They use writing for differing purposes in role-play as they compose letters to post, or compile shopping lists and recognise and write their names. Younger children cannot easily find a favourite book.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make good use of opportunities in everyday routines such as snack and circle time to ensure that children count accurately to 10 and beyond, compare and solve simple problems. Through planned activities and free play they learn to recognise shape, order by size and explore and compare patterns, positions and quantities

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore and investigate features of the natural and man made world through well-planned activities such as feeding Metal Mickey or observing the life cycle of the frog. They use a variety of tools and techniques to build with re-cycled materials. Through topic work children explore the past and present and consider similarities and differences in their own and other ways of life. Opportunities to use information technology are limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control. They have daily access to an enclosed garden where they steer bikes skilfully, climb, balance and practise ball skills. They enjoy action and circle games indoors. Staff encourage them to learn about healthy living through preparing nutritious snacks, readily accessing drinking water and encouraging rest after energetic play. They use a range of tools and malleable materials daily.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore media and materials daily as they paint, print, draw and make models and explore texture through individual and group collage. Stimulating music sessions from a visiting teacher and favourite rhymes and songs encourage recognition of sound pattern and rhythmical movement. Planned role play, often linked to the topic, enables children to develop their imagination and communicate ideas

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 noted but consideration should be given to the following points:
- improve the storage of story books so that children can see the cover and make considered choices;
- increase opportunities and resources for children to know about and use every day technology.

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.