



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 508616

DfES Number: 519564

INSPECTION DETAILS

Inspection Date	27/02/2004
Inspector Name	Chris Gregson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Mendlesham Pre-school
Setting Address	Small Hall, Community Centre Old Station Road, Mendlesham Stowmarket Suffolk IP14 5RT

REGISTERED PROVIDER DETAILS

Name	The Committee of Mendlesham Pre-School 297230/0
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ORGANISATION DETAILS

Name	Mendlesham Pre-School
Address	Small Hall, Community Centre Old Station Road, Mendlesham Stowmarket Suffolk IP14 5RT

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

Mendlesham Pre-School opened in 1973. It operates from one room in the community centre in Mendlesham. The pre-school serves the local area.

There are currently 39 children from 2 to under 5 on roll. This includes 16 funded three-year-olds and 16 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 Monday to Friday and 13:45 until 15:15 Tuesday, Thursday and Friday. Children can stay for lunch at the school.

There are seven part time staff work with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are two staff currently working towards a recognised early years qualification. The setting receives support from a teacher 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 Mendlesham Pre-school is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development, communication language and literacy and knowledge and understanding of the world, and generally good progress in all other areas of learning.

The quality of teaching is generally good with some very good aspects. Staff have a sound understanding of the Foundation Stage. They plan and provide activities for all areas of learning following the guidance of the stepping stones. Children's behaviour is well managed, however, whole group sessions need reviewing to ensure all children can participate, or that alternative activities are offered for the younger and less able children who find it difficult to concentrate for the required time. Children who need extra help are appropriately supported and individual play plans are written to enable them to progress. Staff work with the reception teacher to provide a link between the pre-school and the school. Staff know the individual children well. They observe and record their progress and parents can share their assessment records and also add their comments to them.

Leadership and management of the pre-school are generally good. Staff have annual appraisals to identify their strengths and weaknesses. They regularly attend training and short courses and share their knowledge and skills within the team. There is a well balanced and efficient staff team. They work well together and have clear roles and responsibilities within the group. Currently there is no formal system in place to monitor the overall effectiveness of the provision.

Partnership with parents is very good. Staff ensure plans and information for parents is displayed in the reception area and inside the rooms. The prospectus is currently being updated. Parents are encouraged to be involved in the sessions by helping with the children on a rota basis.

What is being done well?

- Staff provide children with a very good range of well resourced topics. They use reference books and well prepared home-made resources to supplement and reinforce children's learning.
- Staff provide a range of practical play activities where children learn through imaginative play, arts and crafts.
- Staff possess a variety of skills and experiences and they work very well together as an effective and balanced team.
- The very good partnership with the local school enables children to spend time there every week. They participate in cooking activities and have lunch there. Staff liaise and work with the reception teacher on the planning,

forming a useful link into school.

What needs to be improved?

- opportunities for children to use simple calculations in addition and subtraction in everyday, practical activities
- the organisation of children at whole group times, especially when reading stories, to enable all children to participate at their own level.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the key issue identified at the previous inspection resulting in good improvements being made to the educational programme.

Staff have attended a behaviour management course which has been shared with all staff. The behaviour policy has been reviewed ensuring staff are consistent in their management of unwanted behaviour.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and concentrate well in self-chosen activities. They form good relationships with their peers, staff and other adults. They learn right from wrong and good manners are encouraged. They share and take turns when playing board games or other activities, eg. in the pancake race. Their independence is encouraged as they choose their own resources and help to tidy away. Children are proud of their work and they confidently show visitors around the room.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk and listen and are good communicators. They enthusiastically join in songs and rhymes and use language to describe their imaginative play, eg. making a bike for a cartoon character. Children hear letter sounds and recognise letters through flash and rhyming cards. They enjoy stories and learn that print carries meaning. Children write their names and also learn to write for different purposes, eg. in the travel agents.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children competently count to ten and beyond. They sing number rhymes and recognise numbers on a calculator. However, opportunities for children to develop their skills in simple calculations are limited. Cooking introduces weight and measure, and sand and water play introduce quantity and concepts of full and empty. They learn about shapes in building and in cutting out activities. They compare size and length, and identify patterns in topic work, eg. toucan beaks and Rangoli patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and investigate living things and notice changes. They use man-made and natural materials, and build with construction toys or woodwork. They competently and independently use the computer mouse to move through a colour programme. Children talk about their homes, families, holidays, and past and present events. They celebrate their own festivals and cultures along with those of the wider world, eg. Christmas, Diwali and the Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around inside the room and outside on wheeled toys. They balance on one leg and walk forwards or backwards. They excitedly jump, run and stop in a line when playing 'What time is it Mr Wolf?' Children wash their hands and learn about healthy eating. They use tools safely to make salt dough decorations. They cut, roll and manipulate play dough and other materials with their hands, developing fine motor skills and hand eye co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children learn about colours and textures through painting and collage activities, eg. the rain forest. They recognise instruments on the computer programme. They sway rhythmically to the music and join in music and movement sessions with the school. Imaginative play is encouraged and children are able to recreate previous experiences, eg. a child pretends to cut hair in the hairdressing shop. They learn about senses through topic work, eg. tasting pineapple and dates.</p>	

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

- provide opportunities to further develop children's use of simple calculation skills in practical, everyday activities
- ensure that group activities are organised appropriately to support all children's 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.