



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY222661

DfES Number: 530607

INSPECTION DETAILS

Inspection Date	03/03/2005
Inspector Name	Judith Margaret Reed

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	North East Pre School
Setting Address	Byron Road Southampton Hampshire SO19 6FH

REGISTERED PROVIDER DETAILS

Name	The Committee of North East Pre-School 1055320
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ORGANISATION DETAILS

Name	North East Pre-School
Address	Thornhill Primary Byron Road, Thornhill Southampton Hampshire

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

North East Pre-school has been registered since the late 1970's. It is a community pre-school owned and managed by a parents committee, and offering sessional care to children from two to under five years. The pre-school is situated in a separate building and outdoor play facilities in the grounds of Thornhill Primary School. The pre-school serves the community in Thornhill and surrounding areas of east Southampton.

It is the pre-school's policy to accept children from 2 years 9 months upwards. There are 49 children on roll, including 27 funded 3 year olds and 21 funded 4 year olds. The pre-school is able to support children with special needs and those who speak English as an additional language.

There are seven staff, two of whom are full-time; and usually five of them work at each session. All but one staff have relevant qualifications for their roles, while the remaining member is currently on a training programme.

The pre-school opens during term time only; from Monday to Friday between 09.15 and 11.45, and between 12.15 and 14.45. The pre-school receives support from the Early years Development and Childcare Partnership. It has been awarded accreditation by the Pre-school Learning Alliance.

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

How effective is the nursery education?

North East Pre School provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good and staff have a good understanding of how children learn. They effectively plan an exciting range of imaginative, fun activities linked to the early learning goals including cooking, making play dough, using digital cameras and investigating the outside areas. Staff have established friendly, positive relationships with the children and use praise and encouragement skilfully to help make all children feel valued. They question children appropriately encouraging them to think and contribute their own ideas. Staff support children who are less confident and challenge the more able. They are secure in their knowledge of the SEN code of practice. Many learning opportunities are provided throughout the daily routine and laughter and enjoyment are valued.

Leadership and management is very good. Staff work well as a team and clear communication allows them to provide a stimulating, well balanced programme. Effective systems are in place for the continual assessment and development of staff and training is actively encouraged. Management and staff members meet regularly with local schools in cluster groups.

Partnership with parents is very good. Parents are well informed about the pre school, it's routines, topics and activities through the Welcome Pack, monthly newsletters and daily activity sheets. Staff provide a welcoming and supportive environment where parents feel comfortable and they share their knowledge of the children. Parents are involved in their child's learning. Parents are part of the pre school committee, take part in fundraising activities and use the suggestion box to contribute ideas.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of practical activities, making good use of all available resources. Many learning opportunities are provided throughout the daily routine.
- Parents are actively involved in their child's learning and opportunities are provided for them to share information and extend learning at home.
- Children's progress in mathematics is developing very well. Many opportunities are provided throughout the day to extend children's understanding of size, shape and number.
- Children are confident, work well, take initiative and have good levels of concentration. Their relationships with adults are very good.

- Children's knowledge and understanding of the world is very good and activities and resources encourage them to explore and investigate.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further develop activities to help children link sounds and letters.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have high levels of self esteem and are encouraged to display their work. They are keen to learn and make choices. The children work well independently, take initiative and show good levels of concentration. They co operate well when working in a group at snack time and on the computer. Children have established good relationships with other children and the adults in the pre school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are offered many opportunities to practice writing in a number of situations including imaginative play. They are encouraged to write their names on their work. Children enjoy books and listen carefully to stories both in group sessions and individually with a member of staff. Most children are effective communicators. They learn to negotiate and express their feelings and thoughts through activities such as role play and during circle time.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in using number for counting and most count to 16. They show an interest in numbers and counting and are beginning to represent numbers in various ways. Children benefit from the regular use of incidental opportunities to increase their number skills. Children learn about size, shape and using appropriate maths language through practical worthwhile activities linked to the stepping stones.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy using their senses to explore objects in practical activities, for example water play, cooking, growing seeds and construction. They are confident in using information technology and access several computers, digital cameras, calculators and telephones. Children gain good understanding of the natural world through the wide range of activities and the regular planned use of the extensive grounds. Photographs effectively encourage children to discuss past and present events.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a good sense of space and move confidently during physical activities. They use their imagination in music and movement as well as during play with large equipment, where there are many opportunities for jumping, balancing and climbing. Children are skilled at using a variety of construction equipment and frequently use boxes, paper, card and recycled materials for cutting and joining. They confidently mix ingredients for making scones and play dough.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are encouraged to use their imagination and express their ideas in a variety of ways including role play, small world play, art and craft and music. They enjoy participating in singing sessions and regularly explore sound and musical instruments. Art and craft activities are available daily and children choose their own materials to create pictures and models. Children respond with all their senses to experiences such as tasting and smelling food and touching contrasting textures.	
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:

- Point for consideration-
- further develop activities to help children link sounds and letters.

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.