



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY216100

DfES Number: 514409

INSPECTION DETAILS

Inspection Date 27/01/2005
Inspector Name Lesley Theresa Watts

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sturry Pre-School
Setting Address Sturry Primary School
Park View
Sturry
Kent
CT2 0NR

REGISTERED PROVIDER DETAILS

Name The Committee of Sturry Pre School 1022403

ORGANISATION DETAILS

Name Sturry Pre School
Address Sturry Primary School
School Park View
Sturry, Canterbury
Kent
CT2 0NR

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

Sturry Pre-school opened in 2001. It operates from a mobile in the grounds of Sturry Primary School, near Canterbury, Kent. The pre-school has access to two rooms and an outside area. The pre-school serves the local area and surroundings towns.

There are currently 74 children on roll. This includes 10 funded 4 year-old children and 39 funded 3 year-old children. Children attend a variety of sessions each week. The pre-school has experience caring for children with special needs register with children who speak English as a second language.

The pre-school opens five days a week term time. Sessions are from 09.00 until 11.30 and from 12:30 until 15:00.

There are seven members of staff employed to work with the children, all of whom have early years qualifications to NVQ level II and III.

The pre-school receives support from a Pre-school Learning Alliance development worker and 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?

Sturry Pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are committed and work well as a team. They have a sound knowledge of the early learning goals and plan effectively to help children make good progress towards these. They are competent and well organised and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. Staff know children well and are sensitive to their needs, helping all children to feel valued. They offer a well balanced programme with activities that build on what children know. Questioning techniques are used effectively to help children to think for themselves. Group work is well organised and staff make sure that activities and resources can be adapted to include all stages of development. A strong emphasis is placed on play, language and meaningful experiences. The system of assessment and record keeping is thorough, enabling staff to monitor children's learning closely. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and an appropriate monitoring system is in place.

Leadership and management is very good. Staff are well supported in the care and education that they provide for young children. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good which contributes significantly to children's progress. The pre-school provides information for parents about the educational programme, newsletters and a prospectus enabling parents to know what their children are learning. They receive regular opportunities to discuss their child's progress with staff and are welcomed into the group to play alongside their children.

What is being done well?

- Develops and supports children's personal, social and emotional development. Children are happy, settled, well behaved, eager to learn and excited about what they do.
- Staff provide many worthwhile exciting activities which has a positive influence on children's concentration and motivation.
- Promotes good relationships with parents and carers, contributing effectively to children's progress in learning.
- Staff plan and provide an environment that reflects the importance of language through labels and books. Children speak clearly and confidently and writing is developing well through imaginative play activities.

- Children count confidently. Staff encourage children to use and understand mathematical language throughout the play session.
- Staff provide a varied and interesting programme to develop children's knowledge and understanding of the world. They make use of the local and wider environment to stimulate children's interest and curiosity in the world about them.
- Role-play is imaginatively planned and well resourced to stimulate children's imaginary play and to encourage acting out real situations.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- continue to develop the outside play area to reflect the six areas of learning.

What has improved since the last inspection?

Following the last inspection the pre-school had one point for consideration:

Continue working hard to maintain the high standard. The pre-school have continued to maintain a high standard of education for children in receipt of funding for early years education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Good relationships are established as children learn to share, take turns and work co-operatively. The children's behaviour is good; they are eager and enthusiastic about the different play activities and they are caring towards each other whereby they take turns and negotiate who's turn it is next. Children join in with the exciting range of activities available, demonstrating concentration and perseverance, for example spending time making various constructions from malleable materials.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff plan and provide an environment that reflects the importance of language through labels and notices. Children speak clearly and confidently as they engage both adults and their peers in conversation. They receive daily opportunities to recognise their names during self registration and emergent writing is developing well as they learn to write for different purposes, for example, during role play. Children enjoy an increasing range of books and listen avidly to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They learn about space and measure through practical activities. Children receive regular opportunities to use mathematical language as part of the daily routine, for example, recognising shape, colour and size. There are numbers displayed and staff provide regular opportunities for children to recognise numbers as part of their routine. Children learn about addition and subtraction through practical activities for example during snack and song time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate the world around them using a range of materials and substances. They enjoy good opportunities to explore, investigate and identify features of the local environment through visits to the local community. Children enjoy opportunities to look closely at differences, patterns and change, for example growing plants. Children enjoy regular opportunities to use programmable toys including computer programmes that stimulate their interest and promote their learning.

PHYSICAL DEVELOPMENT

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

Children move with confidence, co-ordination and good spatial awareness. They handle a range of large and small equipment and tools with increasing control. Children display good skills when cutting, drawing and constructing. Children learn about personal hygiene through the daily routine. They receive regular opportunities to develop gross motor movements through planned activities, including dancing to music and visits to the park to use large climbing apparatus.

CREATIVE DEVELOPMENT

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

Children clearly enjoy the good opportunities provided in role-play, as they express and communicate their ideas. Staff provide a range of musical instruments to enable children to explore sound. Regular singing sessions ensure children learn and delight in singing. Children eagerly play with the sand and collage activities that staff provide. Staff provide excellent opportunities and support throughout the sessions to enable children to use their imaginations in art, music and role-play.

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 improve the following:
- continue to develop the outside play area to reflect the six areas of 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.