



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 508013

DfES Number: 514344

### INSPECTION DETAILS

Inspection Date 09/02/2004  
Inspector Name Sheena Bankier

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St. Peters Pre-School Nursery Bradfield  
Setting Address St. Peters Church  
Southend Road,Bradfield  
Reading  
Berkshire  
RG7 6EU

### REGISTERED PROVIDER DETAILS

Name The Committee of St Peter's Pre-School

### ORGANISATION DETAILS

Name St Peter's Pre-School  
Address St Peter's Church  
Southend Road,Bradfield  
Reading  
Berkshire  
RG7 6EU

## 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 Peters Pre-School Nursery is situated in the rural village of Bradfield between Reading and Newbury. Children attend mostly from the local area.

There are 26 places available for children aged two and a half to five years. The pre-school is open term-time only from 9:30 a.m. to 12:00 noon. Three separate rooms on the premises are used by the pre-school over different days and there are kitchen and toilet facilities close to all rooms. There is a tarmac outdoor area. Funded places are available for three and four year olds and there are eight funded three year olds and ten funded four year olds. The group supports children who have special needs and those who speak English as an additional language.

The group has the support of the Early Years Development and Childcare Partnership and staff attend training through this. A committee run the pre-school and parents are also welcome to attend sessions as parent helpers. There are five permanent members of staff who work over the five mornings. The supervisor holds an early years qualification. The pre-school liaises with Bradfield Primary School and has close links with the local Health Visitor.

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

### How effective is the nursery education?

St Peters Pre-school provides a generally good nursery education. Children are making generally good progress towards the early learning goals.

The quality of the teaching is generally good. Staff work closely together as a team, which is reflected in the consistent practice with the children. Children are supported well by staff through regular interaction at activities and play opportunities. Good relationships are in place. The staff are experienced in caring for children with special needs and have a good knowledge and understanding of resources required and working with parents and other agencies.

The curriculum is linked to the early learning goals and all staff are involved in the planning system, although the supervisor retains the overall responsibility for this. Staff use their knowledge of children to help plan for the next steps in their development. Plans do not always clearly link to the early learning goals and the activities are not always clearly identified as to the intended learning outcome. Evaluations do not reflect the outcome and effect on the children's learning.

The supervisor of the pre-school is clear about her roles and responsibilities. She supports the staff well and is aware of their training needs. The supervisor is aware of the strengths and weaknesses of the pre-school. The staff morale is supported well by the committee. However, the committee has limited knowledge and understanding of the curriculum. Communication between the committee and staff team does not ensure the aims and objectives of the group correspond.

Partnerships with parents is generally good. Relationships between staff and parents are good, with opportunities for parents and staff to exchange information regularly. Overall the parents receive good information, through notice boards and termly newsletters about the group. Access to children's development files is informal and parents rarely request to see them.

### What is being done well?

- Children are happy and confident in the setting and know the routines well. There are good relationships established between staff and children and parents.
- Children are confident speakers and are able to discuss their ideas and thoughts during small and large group activities. Print is used to good effect in the setting, with labels on children's boxes, writing and numbers on displays.
- Children are confident in counting to 10 and beyond and of recognising numerals, particularly the more able children. Staff use a good range of practical opportunities and props to develop children's mathematical

understanding.

- Children's large physical skills are encouraged through a variety of activities, with and without equipment both indoors and outdoors.

#### **What needs to be improved?**

- planning; to link plans clearly to the early learning goals and stepping stones and use the children's development files to plan for their individual next steps of learning.
- evaluation and monitoring of the curriculum; to include the effects and outcome on the children's learning when evaluating. The committee's understanding of the curriculum, in order to monitor and also to support the staff team in this area.
- topics; widen the range which reflect other cultures and beliefs.
- develop communication between the staff team and committee to ensure there are combined aims and objectives for the pre-school.
- develop a system which provides parents with access to their child's development file and gives opportunities for them to contribute to this record.

#### **What has improved since the last inspection?**

The group have put together an action plan to address the key issues of the last report and have made regular reviews of it. A further assessment system has been put in place recently and the group plan to evaluate this. The key issues have been addressed generally well, although the topics covered could still be extended to reflect a wider range of beliefs and cultures within the curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are supported well by staff which encourages confidence and self-esteem. However there are missed opportunities to further extend children's self esteem, by not clearly indentifying the children helpers. Children are confident in the environment and routines of the pre-school. Children concentrate well overall. Children's behaviour is mainly good. For the more able children there are some missed opportunities to develop independent skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers who are able to discuss their ideas. They know and understand how to use books appropriately. Print is used well within the environment, with labels on boxes and displays, which encourages children's understanding that it carries meaning. The more able children do regular structured writing, although opportunities to use emergent writing during sessions are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in using numbers up to and beyond 10. The more able children are able to recognise numerals up to 10 confidently. Opportunities are given both planned and unplanned to compare numbers. Children learn mathematical concepts through a range of activities including practical activities, songs, rhymes and books.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

They are able to explore a range of objects and materials through the activities and topics covered. Children learn about their local environment and community through outings and visitors to the group. Children mostly have good opportunities during the sessions to design and make. Children's knowledge and understanding of different cultures and beliefs is not extended sufficiently .

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children take part in a range of activities indoors and outdoors, which includes using small and large tools and equipment. The more able children show good spatial awareness skills which are developed through the activities and routines of the group. The more able children hold pencils correctly and the younger children are encouraged to do so by staff.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are given appropriate opportunities to explore and investigate colour, texture, shape and form through practical activities such as modelling, sand and water. Children enjoy good opportunities to explore ideas through role play. During the inspection at the four year old plus session, some of the activities for the more able children lacked challenge.

**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**

- link plans clearly to the early learning goals and stepping stones and use the children's development files to plan for their individual next steps of learning. Use evaluation and monitoring of the curriculum to record the effects and outcome on the children's learning. Widen topic plans to include a range of beliefs and cultures.
- develop communication between the staff team and committee to ensure the aims and objectives for the pre-school are combined and taken forward for development.
- develop a system which provides parents with access to their child's development file and gives opportunities for them to contribute to this record.

*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.*