



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 301856

DfES Number: 583181

INSPECTION DETAILS

Inspection Date 04/03/2003
Inspector Name Ann Marie Lefevre

SETTING DETAILS

Day Care Type
Setting Name Lucky Ducks Pre-School
Setting Address
Scremerston
Berwick-upon-Tweed
Northumberland
TD15 2RB

REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Lucky Ducks Pre-School

ORGANISATION DETAILS

Name Committee of Lucky Ducks Pre-School
Address
Scremerston
Berwick-upon-Tweed
Northumberland
TD15 2RB

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 Lucky Ducks Pre-school was registered 1996.

The premises are located in the small village of Scremerston, which is on the outskirts of Berwick town. The pre-school offers care for all children within the appropriate age range, however, most of the placements are from the local community. Child care is provided in a large classroom within Scremerston First School. The school hall and the enclosed outside area are also available for more active play.

Child care sessions are held during term time only and are available from 8:45 am until 11:45am on Mondays, Tuesdays, Thursdays and Fridays, and from 9:30am until 12:30pm on Wednesdays. There are places for a maximum of 24 children, aged from two and a half years to five years, to attend each session. Of these, five of the three year olds and three of the four year olds are in receipt of Early Years funding. Currently, there are no funded children who have English as an additional language, and none who have special needs

Overall responsibility for the pre-school group lies with the management committee of parents of the children attending. There are two regular staff members, and of these one has a suitable early years qualification. Both work with all of the children attending. A qualified nursery teacher and an additional nursery nurse are available to cover for any absence of regular staff. In addition, a student is with the group for a 15 week placement.

The group also has the support of the school reception teacher and from an Early Years advisor.

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

How effective is the nursery education?

Lucky Ducks Pre-school provides a very happy and stimulating environment where three and four year olds are making very good progress towards the early learning goals.

Teaching is very good with thorough planning and assessment systems in place. Staff have a sound knowledge of the early learning goals and provide a variety of interesting activities in which children can engage fully, and are keen to learn. Leadership and management are very good. The manager works well with the staff members to ensure that information is regularly shared with them and they are involved in the organisation of the children's activities. Staff receive regular training opportunities, which they use well to develop their skills and knowledge of early learning.

There is a very good relationship with the parents and carers, who speak positively about the provision and helpfulness of the staff.

What is being done well?

- Planning is very detailed and all areas of the curriculum are covered effectively.
- Children's behaviour is very good and well managed by staff
- Staff successfully use a variety of teaching strategies and fun activities to engage children and provide appropriate challenge to the three and four year olds.
- Staff use children's assessments well to identify any gaps in a child's learning and to inform future planning.
- Children listen and respond well to stories, their concentration is good. They are developing their language and early reading skills well, including linking sounds to letters.

What needs to be improved?

- methods for keeping parents and carers informed about children's learning.
- staffs accessibility to planning information.

What has improved since the last inspection?

Staff have addressed all four key issues since the last inspection.

1. The manager feeds back from her training to other staff. All staff have access to training.
2. All children have their own files. These work well and identify further development needs.
3. Children now have individual plans. The manager provides daily plans which set out objectives, stepping stones, and adult input.
4. Parents and carers have regular access to records. Parents contribute their observations at the beginning of placements and also when discussing progress and attainment with the manager.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. They are aware of set boundaries, respond well to rules and their behaviour is very good. They have formed good relationships with staff and with each other. They work confidently together and independently, are confident in expressing their needs and taking initiatives. There is a strong sense of community within the group, which enables the children to make an easy transition into school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children listen attentively and communicate confidently with peers and adults. They are encouraged to think, question and answer through a variety of interesting and stimulating activities. They enjoy linking sounds and letters in fun ways. Books are used effectively to support learning and children develop emergent writing skills through the many opportunities provided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical development is very good and children are developing their counting skills well. They confidently use numbers in planned activities and incidentally. They recognise and name shapes using their calculating skills to solve simple problems. There are regular opportunities provided for children to develop and consolidate mathematical learning in a variety of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children learn about the natural world such as living and growing and look at patterns of change such as the weather. They receive many varied and interesting opportunities to explore, investigate, and find out about their world. Children have a good understanding of their own culture and an awareness of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and safely showing a good awareness of space and others. They participate very well in group games and show co-ordination and control. Children receive regular opportunities to use a variety of large and small equipment to build on existing skills and develop new ones. They use small tools well such as malleable materials, pencils, glue, rolling pins and cutters.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. They use their imagination well, especially in role-play activities. Children enjoy and enthusiastically join in with songs and rhymes. They use a variety of media and materials to explore colour and shape in two and three-dimensional form, for example through paint and construction activities.

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:

- Consider how to ensure that all parents are regularly informed about their child's progress and what they are 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.