



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY257620

DfES Number: 522020

INSPECTION DETAILS

Inspection Date 02/11/2004
Inspector Name Heather Jeanette Knox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sunflower Seed Pre School
Setting Address Northborough School
Church Street
Northborough
Peterborough
PE6 9BN

REGISTERED PROVIDER DETAILS

Name The Committee of Sunflower Seed Pre School 1045625

ORGANISATION DETAILS

Name Sunflower Seed Pre School
Address Northborough School
Church Street
Northborough
Peterborough
PE6 9BN

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

Sunflower Seed Pre-School opened in 1980. It operates from a mobile classroom in the grounds of Northborough Primary School, situated in the village of Northborough, north of Peterborough. The group has use of two classroom plus kitchen and toilet facilities. There is also an enclosed outdoor play area. The Pre School serves the local area.

There are currently 28 children from 2 to 5 years on roll. This includes 15 funded 3 year olds. Children attend for a variety of sessions. There are currently no children with special needs or for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 0930 until 1200. The group also offers a lunch club from 1200 until 1300.

The setting employs six staff, all of whom work part time. All the staff hold appropriate early years qualifications. 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 for nursery education at Sunflower Seed Pre School is of good quality overall. Children are making generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. The staff are calm, friendly and relaxed. They have good relationships with the children and effectively interact with them. Staff plan a variety of practical activities and provide the children with a good range of resources to extend the learning. Staff have recently reviewed their plans to provide coverage for the six areas of learning. They use a key worker system and regularly observe the children. Each child has their own individual file to record their progress. Staff act as good role models and consistently reinforce the boundaries. Group activities are presented in an enthusiastic manner. However, sometimes during large group sessions, opportunities for children to interact are limited by the poor concentration of the very young children in the group.

The leadership and management is generally good. There have been recent changes to the management of the group and new procedures have yet to be introduced. Staff show a commitment to on going training to improve their knowledge. Systems are not in place to effectively monitor and evaluate the provision. Staff use external sources of support for advice and guidance and the two supervisors show a commitment to developing and improving the quality of the provision.

The parents are warmly welcomed as they leave and collect their children. They are fully involved with the group through the management committee and by helping during the sessions. New parents receive a prospectus and on going information is given via the notice board and newsletter. Although staff give parents verbal feedback on their child's day, parents do not currently receive information about their child's progress towards the stepping stones

What is being done well?

- Staff work well as a team and are fully aware of their roles and responsibilities during the session. They continually interact with the children and engage them in meaningful conversations to help extend their knowledge.
- The children are happy and settled and enjoy attending the group. They show confidence and are keen to take part in the wide range of activities offered by the staff.
- Children early literacy skills are well supported through activities and resources. Children have a sound understanding that print has meaning which they incorporate into their play.

What needs to be improved?

- the systems for monitoring and evaluating the care and educational provision offered to the children,
- the information given to the parents regarding their child's progress towards the early learning goals,
- the opportunities for children to develop and extend their listening skills.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and this has had a positive effect on children's learning. New documentation is now in place to support the management of the group. Staff have produce new plans which clearly show the staffs role and how activities can be challenged for individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy attending the group and have good relationships with each other and the adults. They treat each other with respect and have an awareness of other peoples needs as they make cards and presents for family members. Children are able to share and take turns with the equipment. They are well behaved and are learning to understand right from wrong. They have good independent skills which they demonstrate as they pour their own drinks and put on their shoes and boots.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have many valuable opportunities to practice their writing skills in both free play and structured activities as they write 'Dr's appointments' and send postcards. Children are able to recognise their own name through effective use of name cards. They successfully link sounds with letters and like to listen to stories although limited use is made of the book corner. Children enjoy sharing their views and opinions although large group times do not always extend their interactive skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident at using numbers in their play. They are able to count to five and recognise a range of numerals. Children can effectively sort and match objects into different sets and can recreate a pattern when using pasta or coloured bears. They are developing an understanding of subtraction and addition and successfully compare the number of objects in their possession. They discuss the difference between large and small items and are introduced to positional language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children take part in a range of activities which enables them to explore living and man made materials. They cut open pumpkins and examine the seeds and go for walks to collect leaves and conkers. Children taste different fruits and handle ice cubes and spaghetti. They bake cakes and make bird food. They are effectively introduced to other cultures as they handle chopsticks, make diva lamps and Chinese lanterns. Children develop a sense of technology as they use equipment in their role play.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children successfully use a range of large and small equipment. They confidently pedal bikes forward and up ramps and balance on stepping stones. They competently use scissors to cut paper and sellotape and use rollers and cutters to make play dough shapes. Children show good control and co-ordination as they use their whole bodies to pretend to be snakes or their arms and hands to be tumbling leaves. Children are developing an awareness of the importance of good hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to experiment with different materials such as play dough, shaving foam, cornflour and jelly. They are able to effectively use their senses as they make cakes and Diwali sweets, taste different fruits, listen to a guitar and plant bulbs. Children show high imaginative skills in the different role play scenarios and when using cars and the dolls house. They enjoy using their voices as they sing familiar and new songs.

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

- Introduce the planned appraisal scheme to help monitor and develop the quality of the educational provision offered.
- Implement the proposed consultation sessions to provide parents with information on their child's progress towards the stepping stones.
- Review the use of large group activities to extend and improve children's listening and concentration skills.

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.