



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY221221

DfES Number:

INSPECTION DETAILS

Inspection Date 10/03/2003
Inspector Name Kimberly Negravi

SETTING DETAILS

Day Care Type
Setting Name Charfield Pre-School
Setting Address Foundation Room Charfield Primary School
Wotton Road,
Charfield
Glos
GL12 8TG

REGISTERED PROVIDER DETAILS

Name The Committee of Charfield Pre-School

ORGANISATION DETAILS

Name Charfield Pre-School
Address Foundation Room Charfield Primary School
Wotton Road,
Charfield
Gloucestershire
GL12 8TG

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

Charfield Pre-School has been opened since 1967. It operates from the newly refurbished Foundation room situated in Charfield Primary School. The pre-school serves the local area.

There are currently 40 children on roll. This includes eight funded four year olds and nine funded three year olds. The pre-school can care for up to 20 children aged two and a half years to five years. Daily sessions are offered. Children who have special educational needs and English as an additional language are welcomed into the group.

There are four staff employed, three hold early years qualifications. The setting receives support from the mentor teacher from 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?

The children are making very good progress in personal, social, emotional development and physical development and generally good progress in the other four areas of learning.

The teaching of children is generally good. Staff offer exciting and varied activities for the children. Staff understand how children learn. Planning demonstrates the learning intentions of the activity. Staff interact well with the children. They are interested in what children have to say. Staff extend learning by asking open ended questions. Staff evaluate children's progress towards the early learning goals. Assessments on children needs to inform planning to ensure individual children's needs are being met.

The partnership with parents is very good. Parents are informed about their child's progress on a regular basis. Parents are encouraged to share what they know about their child. Opportunities are provided for parents to be involved in their child's learning.

The leadership and management of the setting is generally good. The committee and staff work well as a team. The committee supports staff in their on-going training. The committee needs to develop strategies to evaluate the settings own strengths and weaknesses including observing and assessing staff's performance.

What is being done well?

- Children are making very good progress in personal, social, emotional development and physical development.
- Children are making generally good progress in communication, language and literacy, knowledge and understanding of the world, mathematical development and creative development.
- The staff work well as a team and continue to expand their knowledge by attending training courses.
- The partnership with parents is very good. Parents are encouraged to be involved in their child's learning.
- The leadership and management is generally good. Committee and staff work well together for the benefit of the children.

What needs to be improved?

- children's independent access to a broad range of materials and tools.
- opportunities for children to understand concepts of calculating.

- use of assessments so that they inform planning.
- the settings ability to evaluate its own strengths and weaknesses, including the observing and evaluating of staff's performance.

What has improved since the last inspection?

The last inspection was completed 24/05/99. There were four issues raised;

1. The report system is time consuming and does not support children's learning.
2. There are insufficient opportunities for indoor movement and dance.
3. Learning objectives are not linked closely with planned activity, which makes evaluation and assessment difficult.
4. Insufficient time is allowed for older children to work on their own away from the group.

There is an action plan in place;

1. The report system has been streamlined. The stepping stones tool is used.
2. Movement is planned for in daily plans. It was observed in the inspection.
3. Learning objectives are simplified and more relevant to the planned activity.
4. A rising 5's session is offered for older children. Although the group has a detailed action plan, they are still not using the report system to support children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The judgement for personal, social and emotional development very good. Children select and carry out activities independently. They are well behaved, sitting quietly when appropriate. Children work well as part of a group, sharing and taking turns. Children show concern for others and their feelings. Children have good personal independence skills. Children are learning about their community and other cultures through planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The judgement for communication, language and literacy is generally good. Children use language in all aspects of their day. They communicate their ideas, express their thoughts and negotiate their roles in imaginative play. Lots of opportunities are provided for children to look at books. Children are linking sounds to letters through planned activities. More able children can write their names. Opportunities are not provided for children to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The judgement for mathematical development is generally good. Children enjoy numbers and counting. Some children can count to ten and beyond. Staff provide good opportunities for children to add but limited opportunities for children to begin to understand the concept of calculating. Children have good shape recognition. They use mathematical language in everyday situations. Staff plan opportunities for children to measure and order objects according to size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The judgement for knowledge and understanding of the world is generally good. Children explore objects and materials using all their senses. Planned activities allow children to design and construct using a variety of tools and materials. However, children could have more independent access to these resources. Children have an understanding of past and present events in their lives. Interesting topics identify features of the environment and introduce children to different festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The judgement for physical development is very good. Staff plan activities for children to move in a variety of ways. Children move confidently and with increasing control and co-ordination. Children show good spatial awareness. Opportunities are provided for children to use a variety of large and small equipment. Staff link activities to health and body awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The judgement for creative development is generally good. Children have the opportunity to explore , experiment and create through planned activities. More opportunities could be provided for children to spontaneously and independently access a variety to resources so that they can express their thoughts, feelings and ideas. Children enjoy music and 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

- Allow children access to a variety of resources and tools, including writing/media equipment so that they may independently express their thoughts, feelings and ideas.
- Develop opportunities for children to begin to understand the concept of subtraction.
- Ensure assessment of children informs planning so that individual needs can be met.
- Develop strategies to evaluate the settings strengths and weaknesses, including the observing and evaluating of staff's performance.

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.