



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 148862

DfES Number: 557799

INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Christine Clint

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Woolston Community Pre-School II
Setting Address	Woolston Infants School Florence Road Woolston, Southampton Hampshire SO19 9DB

REGISTERED PROVIDER DETAILS

Name	Woolston Pre School II 1035403
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ORGANISATION DETAILS

Name	Woolston Pre School II
Address	Woolston First School Florence Road Southampton Hampshire SO19 9DB

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

Woolston Community Pre-school 2 opened in 2001. It operates from a room within the Woolston Infants School building, in Woolston, Southampton, and serves the local community.

There are currently 55 children from 2 to 5 years on roll. This includes 45 children in funded educational places. Children attend for a variety of sessions. The setting is able to support children with special needs, as well as those with English as an additional language.

The pre-school provides sessional care from 09:00 to 11.30 hours and 12:15 to 14.45 on weekdays, during term time.

There are 7 staff working with the children, over half of the staff have early years qualifications to NVQ 2 or 3 level.

The setting receives support from the local Early Years Development and Child care Partnership (EYDCP).

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

How effective is the nursery education?

Woolston Community Pre-school 2 offers acceptable provision of good quality; children are making generally good progress towards the early learning goals in most areas.

The quality of teaching is generally good. Staff share responsibilities for planning activities and use the Foundation Stage curriculum as guidance. Some staff show knowledge of individual children's ability; they encourage and engage with children. They support children with additional needs and use daily diaries in communication with parents. Staff use praise regularly to encourage children, especially when following routines. Sessions are well prepared and staff observe and record children's progress. Children that are more able do not have full opportunities to increase their independence or to progress across all areas of learning, especially in language and literacy. Some staff have less understanding of how children learn through planned activities.

Leadership and management are generally good. There is a high level of organisation and staff are encouraged to take regular responsibility. Staff employment and induction procedures are in place. Staff are regularly appraised and monitor each other during induction. Most staff hold childcare qualifications. There is little evidence to support the monitoring of the educational provision and some formal routines impact on children's learning.

Partnership with parents is very good. Parents have access to all information about the setting, the committee details and the policies and procedures. There are regular newsletters and plans for activities are displayed. Parents give information, which is used for children's records of achievement; they can liaise with key worker staff or volunteer to spend time in the provision.

What is being done well?

- Children socialise well at snack time, they are encouraged to communicate with staff and each other, they are keen to be involved in conversation and they talk about their homes and families. They understand the routines and sit quietly when appropriate.
- Children's imagination is developing well they are enthusiastically involved with staff when using the 'fantasy cube' to assemble a wooden car. They use the tools provided to piece the car together, they share equipment and talk about the process. They use the 'fantasy cube' for imaginary play, they pretend they are travelling and talk about 'fixing' the car and needing petrol.
- Staff include regular, simple addition and subtraction at snack time, children are encouraged to learn through the practical routines of counting the cups as they are used and counting how many are left. Older children show that

they understand.

- The curriculum in place for outside activities covers a broad range of stepping stones, these are compiled in the 'continuous curriculum' folder and provide staff with detailed guidance on how outside play can cover many other areas of learning.

What needs to be improved?

- opportunities for children to progress and further develop independence during routines
- opportunities to encourage children to link sounds with letters, extend their vocabulary, attempt writing and attach meaning to written text
- staff understanding of how children learn through planned activities to ensure that the learning intentions are achieved
- the monitoring and evaluation of educational provision to inform future planning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen to play, they freely access the organised activities and socialise at snack time. They know the routines and sit quietly when appropriate. Older children are aware of their own needs, they talk about their experiences, they learn to take turns and work together. Children behave well, they respond to staff and follow requests. Older children are not able to fully develop their independence during routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Some children talk to each other during activities and at snack time, they are encouraged to share their thoughts. Most children can recognise their own names, they have access to books and enjoy listening to stories. There is less encouragement for all children to practice their developing skills of language and limited linking of sounds and letters. Children are not fully encouraged to make marks, write or form letters or extend their recognition of written words.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count during activities, they recognise and name number symbols. They count each other quickly at registration time and recognise how many children can use each area. Children add and subtract in low numbers, through practical routines. Some children are recognising and recreating patterns, they are matching shapes and colours. They have some opportunities to develop language to describe position, but children's learning of shape, space, quantity, position and size is not extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Records show that children plant seeds and observe tadpoles. They assemble and construct equipment. They use a computer, with games appropriate for differing abilities. Children are encouraged to talk about their families, where they live and where they will go to school; they can remember some previous events. There are some festivals included from other cultures. Children have few opportunities to follow their own designs for assembling, or joining materials.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move between activities, they follow daily routines well, they are co-ordinated and move with confidence. They show awareness of space and understand when to run, kick balls, play with hoops or frisbees. Records show that children use larger apparatus at times. They use tools to assemble the wooden apparatus indoors and older children show good skills when using scissors. There is less opportunity for children to learn an awareness of their own bodies.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children can paint freely, they use glue with a variety of materials, they are learning to name colours and repeat rainbow patterns. Children are encouraged to sing, they enjoy spontaneous singing and follow actions to songs. They use musical instruments to learn about rhythm. Children enjoy regular story time, they listen and respond. They have some freedom for including role play, but they are not fully encouraged to develop their imaginary play or to follow their creative instincts.	

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

- provide further opportunities for children to achieve independence during regular routines
- provide opportunities to encourage children to link sounds with letters, extend their vocabulary, attempt writing and attach meaning to written text
- further develop staff understanding of how children learn through planned activities to ensure that the learning intentions are achieved
- evaluate the educational provision to inform future planning.

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.