



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 309573

DfES Number: 582365

### INSPECTION DETAILS

Inspection Date 17/11/2004  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Eaves Green Pre-School Childcare Centre  
Setting Address Eaves Green Community Centre  
Lower Burgh Way  
Eaves Green  
Chorley  
PR7 3QG

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Deborah Swarbrick and Jacqueline Solkin  
Address Eaves Green Pre-School Childcare Centre  
Eaves Green Community Centre  
Eaves Green Road, Chorley  
Lancashire  
PR7 3QG

## 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

Eaves Green Pre-School Childcare Centre is situated close to a developing community on the edge of Chorley. The group is based in a community centre and registered to care for 30 children aged two to five years of age. The group operates Monday to Thursday, term time only, from 09:00-13:00. Sessions are offered between 09:30-12:20 and wrap around care is offered with a breakfast club between 09:00 and 09:30 and a lunch club between 12:20-13:00. The group has six staff members, five of whom are qualified. The group is currently receiving funding for 13 children. The pre-school supports younger children speaking English as an additional language and who have identified special needs.

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

### **How effective is the nursery education?**

Eaves Green Pre-School Childcare Centre provides high-quality nursery education. The children are making very good progress towards the early learning goals in all six areas.

The quality of teaching is consistently of a very high standard. The staff have a very good understanding of all aspects of early learning goals. They draw up detailed plans outlining the type of activities to be provided and the teaching methods to be used. In this way, they ensure that the needs of all children are well met. Staff carefully evaluate the success of the educational programme in terms of children's progress along the stepping stones towards the early learning goals. They use information gathered when assessing the children's progress to adapt and modify the educational provision accordingly. The staff work well together as a team and work hard to overcome the limitations of the shared use of the building. They set up and put away resources before and after each session. The staff manage children's behaviour particularly well, making clear their expectations and helping children to understand acceptable behaviour by singing songs about what they are going to do next, such as 'Let's sit down for story time'.

The pre-school is well-led and managed. The staff meet regularly to discuss the educational programme. Regular staff appraisals take place and staff development is given good priority.

The pre-school works very well in partnership with parents and carers. Very good information is provided in the form of a prospectus, monthly newsletters and a notice board. Parents and carers are kept very well informed of the progress children are making through reading diaries to which they add their comments. They are also encouraged to become involved in their children's learning through the shared reading books. Regular meetings are arranged with the children's keyworkers to discuss their progress.

### **What is being done well?**

- The pre-school is well led, managed and organised. This has a direct bearing on the quality of teaching which is consistently of a very high standard. All staff use effective methods of teaching which sustain children's interest and enthusiasm through a broad range of stimulating activities. The children engage in purposeful play at all times. This has a positive impact on the progress that children are making across all six areas of learning.
- Children's personal, social and emotional development is fostered very effectively. The children settle easily and enjoy their time at pre-school. The staff lay down firm foundations for behaviour and the children respond well and have good manners. The staff make the children feel special and valued.

- Mathematics is a strong feature of the pre-school and is incorporated into all the activities on offer. Staff make the most of all opportunities that arise to promote children learning to count, solve simple problems and to develop mathematical ideas.
- Staff promote communication, language and literacy very effectively. The children have plenty of opportunities to develop confidence in speaking and listening at circle times. A good level of sensitive interaction is maintained. The importance of print is effectively conveyed to children and they help to label areas of the pre-school. Letter and sound recognition is introduced in interesting and meaningful ways.

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

- children's use of information technology.

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

Progress made since the last inspection has been very good. At the last inspection, there were no key issues and only two points for consideration. Staff have fully taken on board these two points. They have continued to evaluate planning, assessment and teaching ensuring that all six areas of learning are fully addressed, effective and linked together. Evaluative comments are written on short-term and focused activity plans. Staff carry out detailed evaluations of the educational provision. Regular staff appraisals take place. The staff carefully monitor children's progress in all aspects of every area of learning each term and then evaluate and adapt the educational programme accordingly in terms of children's learning. The pre-school has continued with a strong commitment to training to support staff development. The staff have attended numerous workshops, cluster meetings and have benefited from regular advisory visits from the Local Authority Early Years Advisory Team.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children enter confidently and are engrossed in the many interesting activities on offer. They are developing good levels of concentration. They are well mannered and well behaved. They sing songs about good behaviour, such as 'Don't Shout Out.' The children freely choose from the wide range of activities. Their personal independence is good. They find their own work folders. They are learning to be sensitive to others, for example, counting in Mandarin with a younger Chinese girl.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are becoming confident speakers and are learning to listen to each other at circle time. They use a wide vocabulary. Good use is made of labelling to help children understand that print carries meaning. They recognise their name cards and are learning to write their names. They are learning to recognise letters and sounds through the effective use of letter bags, songs and discussions about letters. The children enjoy stories which are well read. Good use is made of visual aides.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Good emphasis is given to promoting mathematics. Staff make the most of opportunities that arise to incorporate mathematics into every area of children's learning, such as role play and painting. Consequently the children are becoming confident counters. They are learning to solve simple problems, such as 'If I cut it in half, how many pieces will I have then?' Mathematical language is used at all activities and as a result children are developing their own mathematical ideas.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children explore a wide range of interesting objects and media, for example, on the Autumn interest table. The children grow plums, lemons and nectarine from pips and stones. They regularly bake. They learn about other cultures and the wider world. When they go on holiday, they take 'Travel Ted'. The children are aware of passing time and often share their news. They have good opportunities to make things using recyclable materials. They have limited access to the pre-school computer .

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
All the children use balancing blocks and stilts with developing confidence. They show increasing skill when throwing, catching and using bats and balls. The children are learning about the space needed for their movements and they manoeuvre wheeled toys around activities. They use a very wide range of small tools, such as glue sticks and blunt knives with growing control and competency.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children freely experiment with colours and paints as part of free choice activities. They use a very good range of media as part of using their senses, for example, sawdust in the sand trough, touching and feeling Autumn objects. The know a good repertoire of songs which they sing enthusiastically. They often bake, for example, 'Paddington's marmalade cake'. The children use their imagination well at all activities. They enjoy dressing up 'for parties' in the role play area.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- review children's use of the pre-school computer.

*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.*