



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY244425

DfES Number: 597097

INSPECTION DETAILS

Inspection Date 24/11/2004
Inspector Name Kirsty Ann Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ormesby Pre-School
Setting Address Ormesby First School
Spruce Avenue
Ormesby, Great Yarmouth
Norfolk
NR29 3RY

REGISTERED PROVIDER DETAILS

Name The Committee of Ormesby Pre-School 1072130

ORGANISATION DETAILS

Name Ormesby Pre-School
Address Ormesby First School
Spruce Avenue
Ormesby, Great Yarmouth
Norfolk
NR29 3RY

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

Ormesby Pre-school is a well-established group that has been registered within the grounds of Ormesby First School since 2002. The group use one schoolroom, a mobile classroom and outdoor areas on the site. The pre-school is open each weekday during term time from 08:55 to 11:45 and 12:40 to 15:10. Out of school care is available between 8.00 and 9.00, in addition children may stay for lunch between the morning and the afternoon sessions.

There are currently 70 children aged 2 - 5 years on roll. Of these 28 receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with special educational needs.

The pre-school employs 10 staff. Six of the staff including the manager hold appropriate early years qualifications. Five staff are working towards a qualification.

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

How effective is the nursery education?

Ormesby Pre-school provides acceptable nursery education that is high quality overall, children are making very good progress towards all the early learning goals.

The quality of teaching is very good. Staff have a broad knowledge of the Foundation Stage; they know what children learn from activities and provide individual children with the support or extension they need to develop in each area of learning. Themes are used to support a range of activities that comprehensively cover the six areas of learning. Most activities have a clear learning outcome and staff use spontaneous opportunities to introduce learning. A familiar routine is followed but the children's play is given paramount importance.

Staff observe the children to find out what they can do, they assess the children's learning and plan what children should do next. Staff have high expectations of what children can achieve, the activities provide challenge. The children are engaged in their play, both with each other and the adults, they are confident and their behaviour is very good. Staff spend most of their time working with the children encouraging them to think and explore.

Leadership and management is very good. The staff who work directly with the children are responsible for planning and delivering the curriculum, there is a common purpose and understanding of what the children should learn and how they should be taught. Regular reflection and monitoring of the provision ensures that individual, group and external resources are utilised.

Partnership with parents is very good. There are clear systems in place to share information about the children's learning and their progress. Parents are provided with information about the provision and the Foundation Stage and are actively encouraged to be involved with their child's education. Resources are shared between home and pre-school and children's experiences at home are used well as learning opportunities within the pre-school.

What is being done well?

- The children are confident, they communicate well with each other and the adults around them. They are developing as independent learners and making very good progress in all areas of learning through enjoyable activities and experiences.
- Staff plan the curriculum using all the resources available to them and covering all areas of learning, they know the children well to be able to support or extend their learning. The staff spend the majority of their time with the children, playing and learning with them.
- Observation, assessment and planning systems are linked, as are the

monitoring and evaluation of the provision. This enables the pre-school to provide an effective provision for all the children.

- Parents are invited to tell the staff about their child and the staff use information about the children when planning the provision.
- The children respond well to one another and the adults. They have fun, share experiences and work well as individuals and part of a group.

What needs to be improved?

- use of the outdoor area

What has improved since the last inspection?

The provision has made very good progress since the last inspection. The pre-school improved the use of individual children's records, observations are used to inform the planning. The parents are provided with good quality information about the provision and the Foundation Stage. A robust system is in place to respond to children with a special educational need. The pre-school has also been through a change of venue and increased their operation from sessional to full day care.

All the changes have been managed well to ensure that they improve the quality of education and care for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children happily settle to activities as they arrive. They are challenged by the activities, they are interested and motivated. They are responsive to the adults and each other and are learning what is right and wrong and why. They respond well to praise and encouragement. The children are confident, they spend a lot of time with others, are beginning to learn about respect for another's needs and have good relationships. The children take care of their personal needs or ask for help.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk to each other and adults, those who are less able are supported well. The children listen as part of a group, ask and answer questions with confidence. They use familiar vocabulary and attempt new words. The children enjoy books, they link sounds and letters. The children frequently engage in mark making, using a variety of media, in meaningful activities. Reading and writing materials are fully explored including written language other than English.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly count and use number in their play, they recognise some numerals. They use mathematical language to describe position, size, shape or quantity accurately. They solve simple practical problems, such as trying to make an aeroplane big enough to seat all the children playing there. The children sort and match objects and make patterns. They confidently use their knowledge of calculation to ask and answer questions to compare numbers, add and take away, have more or less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children actively investigate and explore a wide range of materials and objects, they ask questions to find out why things happen and how things work. The children confidently use a range of techniques to shape, assemble and join materials, they use programmable and technological equipment. They talk about past and present experiences and events in their own lives, at home and pre-school, and become involved in activities about the local environment, cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with control and coordination, they have a good awareness of space, of themselves or each other, they walk and run carefully around static objects and in relatively small spaces. Most children can take care of their own toileting, eating and drinking. The children use range of small and large equipment safely and with confidence, they can manipulate small or fine objects such as round pegs or crayons. The children are aware of their bodies and how to keep them healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination well in role-play, small world and art activities. They communicate their ideas and thoughts, use a wide range of materials and props to extend their play. Exploratory activities such as painting and construction are fun and the children have opportunities to play and create freely. The children join in with familiar songs and use actions, they sing from memory and explore sounds as a group and spontaneously during their play.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- implementation of the plans for the outdoor areas, to enhance the provision.

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.