



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113443

DfES Number: 512601

### INSPECTION DETAILS

Inspection Date 08/03/2004  
Inspector Name Teresa Elkington

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Colgate Pre-School  
Setting Address Colgate Pre-School  
Village Hall, Blackhouse Road  
Colgate  
West Sussex  
RH13 6HS

### REGISTERED PROVIDER DETAILS

Name The Committee of Colgate Pre-school

### ORGANISATION DETAILS

Name Colgate Pre-school  
Address Village Hall  
Blackhouse Road, Colgate  
Horsham  
West Sussex  
RH13 6HS

## 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

Colgate Pre-School was registered as a Sessional Care Facility in February 1992, which operates from the Village Hall situated in the area of Colgate. The group have access to a medium sized hall, a kitchen and toilets.

The Pre-school provides care for 26 children aged 2-5 Years. There are currently 32 children on roll of whom funding is received for nine three years and 12 four years, of these one has Special Educational Needs and one has English as a second language. Children from the immediate and surrounding areas attend for a variety of sessions each week.

The Pre-School opens for five days a week, offering morning and afternoon sessions, during term-time only.

All staff currently employed, have relevant qualifications, including First Aid Certificates and training in Child Protection.

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

### How effective is the nursery education?

Colgate Pre-school offers good quality provision which helps children make generally good progress towards the early learning goals.

The overall quality of the teaching has some significant weaknesses. Staff have a good knowledge and understanding of the early learning goals and use this to plan a balanced programme of practical and play activities. Staff offer support on a one to one basis and in small group situations, which enhances children's self esteem. Staff have an understanding of the individual needs of the children, but they do not use this knowledge to extend children's thinking in group situations and planned activities do not provide sufficient challenge for the more able children. Staff are ineffective at managing large or whole group situations, which does not enable children to benefit from group discussions and activities to help them understand the need to have agreed codes for them to work in harmony with each other. Systems are in place to assess how children are progressing, however this information is not used effectively to inform future planning.

The leadership and management of the setting is generally good. The manager with the support of the committee has clear objectives and has a positive approach to developing areas for improvement. Strategies are in place to improve the quality of the provision for example, links with EYDCP, local school, and appointed SENCO. All staff are actively encouraged to undertake ongoing training and are supported and monitored effectively with good systems in place.

The partnership with parents is generally good. Parents are well informed about the pre-schools routines and activities through the prospectus, welcome pack, and regular newsletters, although information on the educational programme is limited. Parents and staff work well together and share information about children's individual progress and development, which is supported by a key worker system.

### What is being done well?

- Staff support children well on a one to one basis and in small group situations, helping them to develop through their play and planned activities.
- The partnership with parents, ensures that staff and parents are aware of the individual needs of the children.
- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities. The good use of resources ensures that the children are engaged in many learning opportunities throughout the daily routine.
- Creative and physical development is a particular strength. Children are provided with many opportunities through planned activities and staff support, to express themselves in these areas of their development.

**What needs to be improved?**

- the teaching methods to help children work as part of a large or whole group;
- the opportunities for children to participate in activities that are challenging for their individual stage of learning;
- the opportunities to allow children to think and express their ideas;
- the opportunities for children to relate quantity to number values;
- the use of assessment records to provide information for future planning.

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

The setting has made very good progress since the last inspection in all areas for improvement. The introduction of many sound mediums has provided much interest to the children. Musical instruments are readily available which children can access freely, enabling them to explore and experiment with different sounds. The setting has regular opportunities to use the resource boxes provided by the Early Years Partnership. Children's interest in books has been enhanced with the use of a welcoming book area which children readily visit independently. A good selection of books both fictional and non fictional are now available which children can freely access. Staff support children well in this area and children enjoy sharing books with their friends and participating in small group story times. Clear planning is in place to support this area of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive happily and are interested in all activities that are available. Staff provide opportunities for children to self select and work independently. Staff have established friendly, positive relationships with the children and use praise and encouragement to make children feel valued. Children work well as individuals and in small group situations, although children do find it difficult to work together as a large or whole group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well, they speak with confidence to all adults and their peers. Opportunities are given to them to practice writing in a number of play situations. Children enjoy using books and make unprompted visits to the book corner, with staff supporting children well in small group situations. Children recognise their first names, and some are beginning to write these correctly. Staff do not provide enough opportunity to allow children to think and make suggestions.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Many children are confident in counting and recognising numerals 1-5. One to one and play situations are used to encourage children to recognise numbers and shape. Children are not encouraged to relate quantity to the number value, and some counting exercises have little or no significance for some children. Planned activities encourage children to understand concepts of simple calculation, comparison of size and positional language, although staff do not readily extend the more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have access to a range of resources and materials, including information technology equipment. Children are able to extend their knowledge and understanding of culture through planned activities and resources. Opportunities are given to children to learn about where they live and the wider world through planned topic work. Children are able to recall past and present events in their lives, although whole group situations are not managed well to allow them to do this effectively.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around confidently showing an awareness of space and of others. Children are given opportunities to develop their gross motor skills through the use of climbing and balancing equipment. Children have access to a range of resources to encourage the development of their fine motor skills through the use of scissors, brushes, pencils and pens which children use with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Children use their imagination in a variety of planned role play activities, which are well supported by staff to enable them to act out a variety of scenarios. Children are given many opportunities to express themselves freely, through a range of activities which they do with enthusiasm, for example, art and craft sessions, play dough, sand, and the use of musical instruments.

**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**

- ensure that effective teaching methods are used to enable children to; i) work to agreed codes in large group situations, to ensure that children gain benefit when working as a large or whole group. ii) participate in activities that are challenging for their individual stage of learning and allow them opportunities to think and express their ideas; develop the opportunities for children to explore number.
- develop the use of information gained from individual assessments of children to inform the planning for future activities.

*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.*