



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY248260

DfES Number:

### INSPECTION DETAILS

Inspection Date	10/02/2003
Inspector Name	Carole Argles

### SETTING DETAILS

Setting Name	Pitton Pre-School
Setting Address	The Village Hall Salisbury Wiltshire SP5 1DU

### REGISTERED PROVIDER DETAILS

Name	Pitton Pre-School
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### ORGANISATION DETAILS

Name
Address

## 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
Pitton Pre-school opened in September 2002. It operates from a large room in Pitton village hall and has access to a kitchen and cloakrooms. There is an area available for outdoor play. The pre-school serves a wide rural catchment area. It is registered to provide sessional care for 26 children aged three to under five years. There are currently 19 children aged three to five years on roll. This includes nine funded three year olds and four funded four year olds. The children attend for a variety of sessions. The pre-school supports children who have special needs. Currently there are no children who speak English as an additional language. Pitton Pre-school opens five days per week during school term times. Sessions are from 09:00 to 12:00. Many children stay for a lunch session until 12:45. Two full-time and one part-time members of staff work with the children. Two have early years qualifications. The pre-school receives support from a mentor 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?**

Pitton Pre-school offers good quality provision which helps the children make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. Staff have a good understanding of the foundation stage of learning and provide a range of interesting and well resourced activities. They are skilled at talking with children, questioning them and encouraging them to think and express their ideas. The staff make good use of assessment to ensure that children are making progress towards the early learning goals. They provide very good support for children with special educational needs, working closely with their parents. However, staff provide few opportunities for children to count or compare number in practical situations. Occasionally, staff do not organise some activities effectively, for example the book area, so children do not make good use of the resources. The partnership between the staff and parents is generally good. Parents are given good quality information about the setting through notices, newsletters and leaflets. Staff inform parents weekly of the topics and activities taking place. Staff meet with the parents regularly to discuss children's progress. They encourage parents to become involved with their children's learning through using 'book bags' at home. However, parents do not have opportunities to contribute what they know about their children's learning. The leadership and management of the setting is generally good. The owner has a clear vision of her aims and objectives for the pre-school. The sessions run smoothly. The staff work well together and are aware of their roles and responsibilities. Staff are committed to training and development to ensure that children make good progress in all areas of learning. The owner has not fully established clear procedures for monitoring the effectiveness of the nursery education provision.

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

Children's personal social and emotional development is excellent. The children are happy and settled. They are motivated to learn and are developing independence. They show sustained concentration on self-chosen activities. The children behave well in response to the staff's high expectations. Staff have a good understanding of the foundation stage of learning and are skilled at talking with children to extend their thinking, and encouraging them to explore real and imaginary ideas. Staff provide a good range of interesting resources to support children's learning in all areas. Children enjoyed using an imaginative selection of resources to support the space topic.

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

Opportunities for children to count, compare number and solve mathematical problems through practical activities Management of the book area to encourage children to select and enjoy books independently or in small groups

<b>What has improved since the last inspection?</b>
N/A

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in personal, social and emotional development is very good. Children are happy, confident and settled. They form good relationships with staff and other children. They share fairly and take turns. Children behave well in response to the high expectations of staff, and understand right from wrong. Children show curiosity in new experiences. They are motivated to learn and show sustained concentration in activities. They are developing independence.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. Children speak confidently, taking turns in conversation. Staff are skilled at questioning children, encouraging them to talk about real and imaginary ideas. Staff help extend children's vocabulary. Children are developing good pencil control skills and many can form letters correctly and write their names. The book area is not well organised. Children rarely select books to read independently or share with staff.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in mathematical development has significant weaknesses. Children are interested in shape and can recognise and name geometric shapes such as hexagons. They can use shapes to create pictures. Children are able to recognise and copy simple patterns and sequences which they can describe. Children are given few opportunities to count and compare numbers in practical activities. They are not given sufficient challenges to use mathematical ideas to solve practical problems.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. Children find out about the world through discussion and role-play. They investigate objects and question how things work. Children skilfully design and build using a range of objects and construction kits. They select tools and resources to make models. Children talk about events in their lives. Children find out about and use a range of information and communication technology equipment.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. Children move with confidence, control and safety at all times. They develop a sense of space and an awareness of others through activities like parachute games. They manipulate malleable materials and handle small objects with control. Children use simple tools skilfully, and can fasten clothing. They learn about good health and hygiene.	

Children have limited opportunities to experience challenges such as running and ball skills.
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<b>CREATIVE DEVELOPMENT</b>
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Judgement:	Generally Good
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Children's progress in creative development is generally good. Staff provide a range of activities to encourage children's creative development. Children use their imaginations to design and make models. They respond in a variety of ways to what they see, hear and feel. They express their imaginations in role-play situations and when making books. Children are skilfully supported by the staff who encourage them to think, plan and talk about their ideas.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Provide opportunities for children to count, compare number and solve mathematical problems through practical activities Review the organisation of the book area to encourage children to select and enjoy books independently or in small groups