



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 316434

DfES Number: 512824

### INSPECTION DETAILS

Inspection Date 14/12/2004  
Inspector Name Gillian Patricia Bishop

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Vincents Pre-School Group  
Setting Address St Vincents Parish Centre  
Caldershaw Road  
Norden  
Rochdale  
OL12 7QL

### REGISTERED PROVIDER DETAILS

Name The Committee of St Vincents Pre-School

### ORGANISATION DETAILS

Name St Vincents Pre-School  
Address St Vincents Parish Centre  
Caldershaw Road, Norden  
Rochdale  
Lancs  
OL12 7QL

## **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**

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

### How effective is the nursery education?

St Vincents Pre-School provides high quality pre-school provision which enables children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning.

The quality of teaching is very good. Staff motivate children to learn by their ability to challenge through purposeful questioning which encourages children to think. They have a sound knowledge of the early learning goals and they plan a balanced curriculum which presents children with opportunities for free play and adult directed activities. Children's confidence and self esteem is well fostered and behaviour is exceptionally well managed by consistent and sensitive staff who know the children well. Staff are effectively deployed which ensures children are supported in their play. They monitor children's progress over time taking advantage of opportunities to extend their learning. Although effective long, medium and short term planning systems are in place they do not consistently link to the stepping stones.

The partnership with parents is very good. Parents feel well informed and reassured that their children are happy and progressing well. Parents help to complete an ' I can do ' booklet which involves parents in the early stages of assessment. They receive two progress reports and they have opportunities for daily verbal feedback. Notices within the entrance hall are well used to provide parents with information about events, specific activities and themes.

The leadership and management of the setting is very good. Staff are effective as a team as a consequence of good support and clear direction from the playgroup leader. Good deployment and clearly defined roles and responsibilities ensures children are well supported. Although monitoring and evaluation of the provision occurs gaps within the current planning and assessment systems are apparent.

### What is being done well?

- Children develop a sense of respect and concern for others through the caring ethos of the setting, this encourages children to develop close friendships with staff and their peers. Children work exceptionally well in small and large groups, they share without question and they are polite and courteous .
- Children regularly explore simple number problems. They count children in their line to determine how many are missing and they use a familiar number game to explore number sequences going forward and back. They are consistently successful in identifying which number comes before and after another.
- Children make good use of their 'language for thinking' during meaningful activities such as 'the guessing game'. This provides them with opportunities

to use descriptive language and extend their vocabulary as staff introduce terms such as 'sharp edges'.

- Children are developing a keen sense of time. They learn about the days of the week, the seasons and they look forward to the future when they discuss what they will do tomorrow or next week. During role play they make biscuits with play dough understanding that they will take 20 minutes to cook.
- Parents welcome the two progress reports they receive during the year. The first, although brief, reassures parents that their children are happy and well settled. The second informs them more directly about their progress within the six areas of learning.

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

- planning and assessment systems to ensure there are clearly defined links to the stepping stones.

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

At the last inspection two areas for were identified for development. The setting has made generally good progress with regard to these areas. The first required the planning systems to be developed to include clear learning outcomes for children. Long and medium term plans now include some relation to the stepping stones and these are implemented well by staff. However, clearly defined learning intentions are not specified in short term plans.

The second required the setting to provide parents with detail about the curriculum, activities and reports on how children are progressing towards the early learning goals. Parents now receive information about the curriculum within the setting booklet. Medium term plans which identify theme work and supporting activities are displayed in the entrance area for parents to view alongside samples of children's work. They receive two progress reports per year which current parents value. However these reports are brief and do not clearly relate to progress through the stepping stones to the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and secure in their environment and they display a positive disposition to learning. Children confidently make decisions about what they want to do eager to participating in the full range of activities. Self help skills are well promoted during snack times when children spread their own jam and pour their own drinks. Children's understanding of the Christian faith is promoted within daily routines and discussion.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers who make the most of opportunities to share their news and experiences. They listen attentively at story time and they have a good appreciation of how books work. Children link sounds and letters during songs, discussion and when reading. They regularly mark make which enables them to develop good pencil control. They recognise many letters in the alphabet and they can suggest many associated words which promotes their understanding that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many good planned and spontaneous opportunities to count and recognise number during play. Children count to 10 and beyond. They name primary colours and shapes which they arrange to successfully represent specific objects such as 'towers for a castle' and they use positional language when moulding play dough to describe particular features such as 'a big, fat pancake'. They confidently explore simple number problems within meaningful activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good design and building skills. They assemble construction sets using instruction sheets for ideas to create imaginative models which fit together and work with a purpose. Children are keen to explore and discover how things work. They persevere when using un-familiar equipment such as a water pump extending its use through further investigation into how it can be used. They include aspects of their community in role play making reference to particular shops in 'Rochdale'

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are engaged in a good variety of physical activities such as climbing, balancing, catching and throwing and they have weekly P.E. and music and movement sessions. They move with control and co-ordinated skill when riding bikes where they successfully steer, stop and change direction with sudden urgency. Children confidently use a wide range of tools and equipment such as scissors, paint brushes, pencils, and stencils which supports the development of their fine motor skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore media and materials on a small and large scale. They create a Christmas collage using a variety of resources to express their individual creative ideas. Children use their imaginations well during role play and small world activities where they act out their own story lines and familiar scenes. Children know a good repertoire of songs and rhymes which they enjoy to sing. Reference to 'the beat' when singing too fast widens their musical perspective.

**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:*

- Continue to develop the current planning and assessment systems to ensure there are clearly defined links to the stepping stones,(area for consideration).

*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.*