



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206878

DfES Number: 516992

INSPECTION DETAILS

Inspection Date 11/03/2003
Inspector Name Celia Dyson

SETTING DETAILS

Setting Name Stanley Village Pre School
Setting Address Stanley Village Pre School
Stanley
Derbyshire
DE7 6FF

REGISTERED PROVIDER DETAILS

Name The Committee of Stanley Village Pre School

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
Stanley Village Pre School operates from the main room and side room in the Village Hall in Stanley Derbyshire. It serves the village and surrounding area. It is registered for 24 children between two and five years and is open for five morning sessions a week. The group opens term time with an additional four weeks in the summer. The facility receives Nursery Education Grant funding and there are two funded four year olds and 12 funded three year olds attending. There are no children with special needs or who speak English as an additional language. There is a staff group of four, three of whom hold a child care qualification. The setting receives support from a mentor teacher 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?

Children make generally good progress towards the early learning goals. Teaching is generally good Staff involve themselves well in children's work and play. They create a well organised, stimulating and well organised environment. Staff manage the group well and maintain good standards of behaviour. There is insufficient emphasis given to developing children's understanding of sounds or the use of number. Leadership and management is very good. The setting benefits from strong leadership and a well structured management system. The setting is committed to its aim of providing a stimulating, happy and safe environment where children learn through play. Partnership with parents is generally good. Parents are able to share in their child's progress through regular discussion with staff, involvement in assessments and twice yearly parents evening. The interest table and parents rota have successfully involved parents in their child's learning. Parents receive general information about the early learning goals. However, more detail is to be provided, to reinforce to parents what children learn through the activities on offer.

What is being done well?

Children's personal, social and emotional development is promoted effectively. Children are confident and form good relationships with adults and peers. Children's spoken language is developing well. They speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. Parents are able to share in their child's progress and the interest table and parents rota have successfully involved parents in their child's learning. The setting is committed to its aim of providing a stimulating, happy and safe environment where children learn through play.

What needs to be improved?

the use of the stepping stones to ensure all six areas of learning receive equal emphasis, particularly in relation to communication language and literacy and mathematical development. the opportunities for more able children to develop their creativity in art work, and become aware of healthy practices and the effect of bodily changes.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Children now have access to mark making materials daily. A range of resources have been provided to aid mathematical development. However, there continue to be weaknesses in this area. Children have opportunity to provide items for the interest table and have access to natural materials. They record their findings and produce observational drawings. A workable planning system is now in place which covers

mid term and daily plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are able to work well as part of a group, taking turns and sharing fairly. Children's behaviour is very good. Staff consistently emphasise the need to be kind, show care and concern and accept the needs of others. Children are interested and involved in their play. They are becoming independent learners as they choose from a range of activities.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's spoken language is developing well. Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. There are varied opportunities for children to make marks, write their name and draw with meaning. Children handle books carefully and correctly and have access to good quality story and reference books. There are limited opportunities for recognising letters of the alphabet or for linking sounds to letters.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children understand size and shape through practical activities. They use a good range of mathematical language and have opportunity to recognise and recreate patterns. There are limited opportunities for children to count or recognize numerals, or to compare numbers and solve mathematical problems.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children confidently discuss past and present events relevant to their lives and those of their families. Festivals and special days are celebrated and acknowledged. Children gain an awareness of the cultures and beliefs of others. Children are able to use technological items on a regular basis and they are skilful in using keyboard and mouse. A good range of constructional materials enables children to design and build purposefully.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children have regular opportunities to develop their physical skills. Play equipment enables children to climb, balance and control their bodies. They move confidently and with co-ordination. They show an awareness of space, of themselves and others. Children show increasing skills in handling tools and materials competently and safely. There are limited opportunities for more able children to become aware of healthy practices or observe the effects of activity on their bodies.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children are able to explore colour, texture and shape. The current theme of 'Elmer' is giving opportunity to talk about colour and the effects of mixing colours. Different home corner scenarios are used well and are based on children's own experiences, Children are able to sing songs from memory and recall and tell favourite stories. There are insufficient opportunities for more able children to develop their creativity in art work.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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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
Give equal emphasis to all areas of learning and use the curriculum guidance stepping stones to provide a well balanced programme, particularly in relation to communication language and literacy and mathematical development. Provide opportunities for more able children to develop their creativity in art work and become aware of healthy practices and the effect of bodily changes.