



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 137266

DfES Number: 513971

INSPECTION DETAILS

Inspection Date 19/09/2003
Inspector Name Liz Margaret Caluori

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Absolute Beginners
Setting Address St Giles Community Centre
Farnborough Village
Farnborough
Kent
br6 7ar

REGISTERED PROVIDER DETAILS

Name Mrs D Pedder

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

Absolute Beginners Pre-school is a privately owned service which has been registered since 1994. It operates from St Giles Community Centre, located in Farnborough Village in Kent.

Registration is for 24 children aged two to under five years, with a maximum of eight children under three years. The group accept children from two and a half years. Morning sessions are provided, term time only, Monday to Friday, 9.15am to 12.15pm. There is one main play room with a separate room used for structured activities and small group sessions.

There is a daily attendance of 4 staff, one of whom has the Diploma in Pre-School Practice and another has the Foundation In Pre-school Practice. There is also a qualified nursery teacher who attends 3 days a week. There is always a member of staff who has completed first aid training in attendance at each session.

The pre-school is registered with the Local Authorities Early Years Development and Childcare Partnership (EYDCP) to receive the nursery education grant for funded three and four year olds. There are currently 16 funded three year olds and 14 funded four year olds on the register, attending a variety of sessions. The nursery has provision to accept children with special needs and with english as an additional language.

Activities are pre-planned in accordance with the Early Learning Goals and the group have regular support from a teacher from the EYDCP.

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

How effective is the nursery education?

Absolute Beginners offers very good quality nursery education in a warm, friendly environment. Children make very good progress towards the Early Learning Goals as a result of effective teaching and a wide range of interesting activities.

Children's progress in the areas of communication, language and literacy and mathematics is very good. They interact confidently with adults and with each other enjoying, and often instigating, many interesting and complex conversations. They are able to apply mathematical learning in everyday situations. They are also making very good progress in their knowledge and understanding of the world and their personal, social and emotional development. Children are developing confidence and are motivated to learn as a result of consistent and positive support from staff.

Children's progress in the area of creative development is generally good as is their physical development. Resources are used imaginatively to encourage balance and co-ordination however, due to space restrictions, there are limited opportunities for children to run freely. Children enjoy many well-resourced, well-planned creative activities, although some opportunities for children to freely choose art activities are missed.

Teaching is very good as a result of the focused activities and the staff team's skilful extension of children's freely chosen activities. Effective systems of assessment are in place and staff competently plan activities, aimed at addressing individual children's developmental needs.

The leadership and management of the pre-school is very good. The manager is pro-active in identifying areas for improvement and is committed to achieving and maintaining high teaching standards. Effective procedures are in place to ensure that partnership with parents is very good. Positive links between home and the pre-school are fostered through good communication and activities, allowing children to share their news and experiences.

What is being done well?

- Children are very confident and motivated to learn as a result of the enthusiasm and support of staff. They behave well and are developing good levels of concentration.
- Children speak confidently and use language to express feelings, opinions and to engage in complex conversations with staff and other children. They are progressing well in writing, many are able to correctly form letters and write their own names.
- Children count confidently, using mathematical language in their play and many are able to recognise and write numbers. They are developing a good

understanding of concepts of addition and subtraction.

- Children enjoy a wide range of interesting activities aimed at increasing their knowledge of the local area and the wider world.
- Effective communication between the pre-school and children's homes ensures that parents/carers have all relevant information and staff have a greater understanding of each child.
- Staff effectively identify each child's individual needs and skillfully provide activities to encourage their progress towards the Early Learning Goals. They respond well to children's interest and build on their curiosity to encourage learning.

What needs to be improved?

- the opportunities for children to engage in freely chosen art activities.

What has improved since the last inspection?

The setting has successfully addressed all areas for improvement identified at the last inspection.

To increase the evidence available for children's initial assessment, staff encourage parents to contribute by sharing observations of progress at home. Record cards are used to exchange information on children's reading progress between staff and parents.

In order to encourage children to select and read books, time has now been identified each day for all children to choose a book from the book corner, with the aim of developing their interests.

There has been an increase in the number of activities aimed at assisting children to express creativity in music, dance and stories.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They behave well, interact effectively and positively with others and are able to share and take turns. They are confident and are well supported in developing good concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in the area of communication, language and literacy is very good. Many are able to correctly form letters and to write their own names. They speak confidently and use language well to express feeling and opinions. Through the support and encouragement of staff, children are developing an interest in reading.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematics. They are able to count confidently and many are able to recognise written numeral. Children use mathematical language in their play and are able to employ concepts of addition and subtraction in real life situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in the area of knowledge and understanding of the world is very good. They enjoy a wide range of activities specifically aimed at increasing their general knowledge and knowledge of their local environment. In addition, staff respond well to children's natural curiosity. They give clear explanations in response to questions and spontaneous activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's physical development is generally good. Good use is made of the available space and a range of resources are used effectively to help children's co-ordination and balance. Whilst opportunities for children to run freely are limited, a varied range of physical activities are provided daily.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children's creative development is generally good. They enjoy many opportunities to express themselves through dance, music and role play. They also take part in a wide range of arts and crafts activities, although many of these tend to be planned by adults. Whilst opportunities exist for children to experiment with freely chosen art activities, these are less well supported by staff.

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:

- Evaluate and improve the provision of arts and crafts to allow children more opportunities to experiment freely.

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.