



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY218234

DfES Number: 511828

INSPECTION DETAILS

Inspection Date	02/02/2004
Inspector Name	Susan Patricia Foulger

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fordham Pre-School
Setting Address	1 Isleham Road Fordham Ely Cambridgeshire CB7 5NL

REGISTERED PROVIDER DETAILS

Name	The Committee of Fordham Pre-School 291541
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ORGANISATION DETAILS

Name	Fordham Pre-School
Address	Isleham Road Fordham Ely Cambs CB7 5NL

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

Fordham Pre-school opened in 2002 on the site of the primary school in Fordham, a small village, close to Soham. The pre-school has been registered for many years but now operates from a new purpose built premises consisting of a main play room, a smaller computer room, kitchen and toilets, office and lobby.

It serves the local population. The pre-school is registered for 26 children aged from 2 years to under 5 years. Children attend from the age of 2 years and 10 months. There are currently 44 children on roll. This includes 25 funded three year olds and six funded four year olds.

Children attend for a variety of sessions. The setting can support children with special needs and none attend who speak English as a second language.

The pre-school opens five days a week, two sessions a day, term time only. Sessions are from 9:00 - 11:30 a.m. and 12:30 - 3:00 p.m..

Six staff work with the children. Most of them have early years qualifications and first aid certificates.

The pre-school also use a parent helper at each session and take child care students.

Staff undertake additional training on a regular basis. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and are a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

The provision for nursery education at Fordham Pre-school is good. It enables children to make very good progress towards the early learning goals in their mathematical development, and generally good progress in all other areas of learning.

Teaching is generally good. Staff work well together. They build easy and trusting relationships with the children and provide many opportunities to encourage children to think and to demonstrate what they know and understand. They ask open ended questions but do not always provide sufficient challenge for all children who are not always fully engaged in their play. Consequently, behaviour can be an issue with a minority of children who are finding it difficult to manage their own actions. The staff have a reasonably secure knowledge of the Curriculum guidance for the foundation stage, however, it is not clear whether the 'next steps' identified for individual children are acted on.

Leadership and management, while supportive, has some weaknesses. No committee member was present at the feedback. Some of the responsibilities, which are clearly the committee's, are being assumed by the staff. A programme of staff appraisals would add focus to staff development. However, the daily management of the group is sound. The long term staff understand their roles and responsibilities.

The partnership with the parents is very strong. Settling in is effective; communication is both formal and informal and the parents are enthusiastic and complimentary about the setting. They are involved in their children's learning and fully informed about what is happening from day to day.

What is being done well?

- Staff work well together as a team. They are calm, relaxed and friendly in their management of the children, offering appropriate praise and encouragement to promote confidence and self esteem.
- Mathematical development is purposeful and effective. Numbers, counting, mathematical language and shape recognition are woven into day to day activities.
- Relationships between the staff and parents are warm, friendly and inclusive. Parent questionnaires reflect this and are complimentary of the standard of care their children receive.
- The pre-school provides an inviting environment that is organised to help children to be self sufficient; toys can be self selected and collages and displays not only brighten the room, but are informative and labels are strategically placed.

What needs to be improved?

- the management of behaviour.
- practices for reviewing children's individual progress and planning the next steps
- staff management by the introduction of appraisals

What has improved since the last inspection?

At the last nursery education inspection report in 1999, the pre-school were given three areas to improve on. They were asked to provide regular access to programmable technology to support their learning by developing appropriate resources. The children now have free access to a computer and printer and various programmes. They use the computer with confidence and a high level of expertise.

They have satisfactorily developed assessments across what is now the Early Learning Goals, although this is not entirely clear when looking at the plans. They have gone on to develop effective procedures for both sharing the children's progress with and inviting feedback from parents through the half termly reports.

Generally, the pre-school have developed planned activities that match the ability of the children; older children are grouped separately on Thursdays and Fridays so that they can be sufficiently challenged and their learning experiences enhanced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form strong relationships with staff and each other. Independence skills are fostered at every opportunity but when asked to clear up, few children do. They are learning to take turns and share. Children settle well and their confidence is developed effectively. They are frequently praised and encouraged. Some children are not always well behaved and can disrupt the free flow of an activity; especially when all the children are grouped together, for example, at registration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Speaking and listening skills are well fostered. Children are linking sounds to letters and all children can recognise and are beginning to write their names. Books are handled appropriately, but children do not spontaneously use the book corner or use books for reference. Key labelling around the room is good. Children are given opportunities for mark making. The post office theme provided many opportunities for the development of language and literacy and was well presented.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical understanding is well promoted. A good range of planned mathematical activities are provided to incorporate numbers, calculation and shapes. Children sort, match and recognise shapes and patterns. Staff are helping them to use mathematical language to describe position and size and they re-enforce counting and language at every opportunity. Children are beginning to show an elementary understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given opportunities to build and construct from a wide range of natural materials and tools. They have made visits into the local area, e.g. the children went for a walk in the village but the children's enthusiasm could have been fostered and developed by planning a project on their environment. Children have free use of the computer and use it well to support their learning. They are beginning to know about other cultures and beliefs through the celebration of festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Although the outside area is limited, children are divided into two timed groups and all have opportunities for movement, climbing and balancing. Children are developing an awareness of space and others around them both inside and outside of the premises. They are offered and enjoy a wide range of resources, tools and equipment with appropriate adult support. They use knives confidently at snack time.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Musical awareness is beginning to be developed but although children enjoy singing not all of them join in. Through the varied role play area the children can develop their imaginations. There are useful opportunities for the children to explore colour, texture, shape and form in different dimensions. Junk modelling is offered from time to time which encourages the children's free expression.	
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

- 1. Develop and improve strategies for managing behaviour.
- 2. Develop plans that show clearly how information gained from assessments are used to help children move on to the next stage
- 3. Introduce an appraisal system for the staff.

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.