



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113684

DfES Number: 510952

INSPECTION DETAILS

Inspection Date	25/03/2004
Inspector Name	Teresa Elkington

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rudgwick Pre-School
Setting Address	The Scout Hall Rudgwick Nr Horsham West Sussex RH12 3HL

REGISTERED PROVIDER DETAILS

Name	The Committee of Rudgwick Pre-School 1033175
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ORGANISATION DETAILS

Name	Rudgwick Pre-School
Address	The Scout Hall Rudgwick Horsham West Sussex RH12 3HL

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

Registered charity number: 1033175

Rudgwick Pre-school was registered as a Sessional Care facility in April 1992, Providing care for 24 children aged 2 - 5 years. The group is run by a Management Committee of parents whose children attend the group. Children attending the Pre-School are representative of the local community.

The Pre-School meet in the Scout Hut situated in the Village of Rudgwick , on Mondays to Fridays from 9.15am - 12.15am during term time only. There are currently 26 children on the register, of whom funding is received for 15 three year olds and six four year olds. There is one child who has special educational needs and none with English as a second language.

The Pre-school is a member of the Pre-school Learning Alliance and have just received their Accreditation for a further year.

All staff working in the Pre-school either hold or are working towards appropriate qualifications.

The Pre-school have use of all facilities within the Scout Hut and access to a secure garden area. All equipment is set up and put away daily.

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

How effective is the nursery education?

Rudgwick Pre-school provides high quality nursery education. It enables children to make very good progress towards the early learning goals.

The overall quality of the teaching is generally good. Staff have a clear understanding of the stepping stones and the early learning goals, which is reflected in the planning. However, short term planning needs to be developed to show the learning intention for the activities being provided. Staff plan an interesting range of activities, which they readily adapt for children performing at differing levels and abilities. Staff interact with the children very well and readily offer support to the children in their chosen activities, although on occasions staff do not allow children to develop their own independence. Resources are of good quality and are organised to support children's learning. Staff have a good understanding of individual children and use praise and encouragement to promote their confidence and self esteem.

The leadership and management of the setting is very good. The committee along with the strong staff team, are committed to the ongoing development of the pre-school and have a clear awareness of their strengths and weaknesses. All staff are actively encouraged to undertake training and are supported and monitored effectively. Staff work well as a team, clear communication and good support allows them to provide a stimulating well balanced programme.

The partnership with parents is very good. Parents are welcomed into the pre-school and have opportunities to support events and be involved in their children's learning. They are kept well informed about the provision through the use of newsletters and notice boards, although the information regarding the educational programme offered is limited in the prospectus. The key worker system provides good levels of communication and regular opportunities for dialogue to discuss how children are progressing.

What is being done well?

- Children's communication, language and literacy skills are very well developed. The inviting and well resourced book area encourages children in their handling of books and participation in story times. Children are confident speakers and show a good understanding that writing can be used for different purposes.
- Staff create a well planned, stimulating environment, where children learn through a wide range of practical activities, making good use of all resources.
- Relationships between the staff and children are good. Staff question children effectively and give them good support in their chosen activities.

- The staff welcome parental involvement in their child's learning and provide worthwhile opportunities to share information.

What needs to be improved?

- the day to day planning, to show the learning intentions through all activities;
- the opportunities within the daily programme for children to self select and to further develop their independence;
- the information within the prospectus as to the educational programme which is offered by the pre-school.

What has improved since the last inspection?

Positive actions have been undertaken since the last inspection to strengthen the areas of weakness that were highlighted; ensure that planned activities and resources are used effectively to promote all aspects of mathematics; plan activities so that all children have access to activities in all areas of their learning and indicate how staff will be deployed and four years olds extended.

An extensive action plan was put into place to cover both key areas. Staff readily extend children's' thinking in all areas of mathematics, planned activities and every day situations are provided to help children understand the number operations of addition and subtraction. Staff have put together a box of mathematical resources to ensure that opportunities in this area of learning are readily to hand. Staff plan and evaluate activities and ensure that all children have to access all play equipment and planned activities throughout the week. Staff are effectively deployed to offer support in one to one, small and whole group situations. Staff spontaneously extend activities for children's differing levels and abilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and are developing an awareness of their own and others needs. They listen intently, respond well to simple instructions and are co-operative. Children are developing their personal independence in most activities. However, staff do not always allow children to do things for themselves, or self select their play equipment. Staff have established friendly, positive relationships with the children and use praise and encouragement effectively to make children feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact and converse well with each other and staff. They negotiate well in role play activities and talk confidently about real and imagined experiences. Children are confident in their handling of books and participate fully at story times. Children are sufficiently encouraged to notice sounds of letters and rhyme. Children are encouraged to use emergent writing in a number of situations for example, role play and within the graphic area.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently to 10 and beyond, with some being able to recognise numerals. Good opportunities are provided through a range of activities such as sand, water and baking activities for children to understand about measure, weight and comparisons. Every day routines and activities are used to help children understand the concept of adding, subtracting and the use of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing an awareness of their own and other cultures through a range of resources, experiences and as they celebrate a variety of festivals. Children are encouraged to explore and investigate, they find out about living objects and have opportunities to identify and observe natural changes. They have regular opportunities to use equipment and programme toys to explore everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence around the pre-school, showing an awareness of space and of others. They use a variety of equipment to develop their fine manipulative skills, for example construction toys, scissors, pens and pencils. Children enjoy participating in regular music and movement activities. Planned physical activities both indoors and outdoors ensures that children develop their gross motor skills on a regular basis.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Staff provide many opportunities for the children to express themselves through role play and to use of their imaginations in creative activities. Children have opportunities to use their senses and explore a varied range of materials, both natural and man-made for example; making play dough, playing with sand, water and peat. Children enjoy participating in singing sessions and using musical instruments.</p>	

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:

- There are no significant weaknesses to report but consideration should be given to the following areas;
- continue to develop the day to day planning, to show the learning intentions through all activities;
- continue to develop the opportunities within the daily programme for children to self select and to develop their independence;
- provide parents with adequate information within the prospectus as to the educational programme which is offered by the pre-school.

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.