



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 306487

DfES Number: 584176

INSPECTION DETAILS

Inspection Date	11/02/2005
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care, Full Day Care
Setting Name	Somerville Community Scheme
Setting Address	Somerville Primary School Northbrook Road Wallasey Wirral CH44 9EA

REGISTERED PROVIDER DETAILS

Name	Somerville Community Scheme 1071742
------	-------------------------------------

ORGANISATION DETAILS

Name	Somerville Community Scheme
Address	Somerville Primary School Northbrook Road Wallasey Merseyside CH44 9AR

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

Somerville Pre-school and Oscars Out of School Service is operated by a voluntary management committee which has charity status. It opened in 1996 and operates from a mobile classroom in the grounds of a local school. Children do not have access to a secure outdoor play area but the setting does have use of the school playgrounds and fields, which are fenced. It is situated in Wallasey at the northern end of the Wirral peninsular.

The hours of operation are Monday to Friday 09:00 to 11:30 and 12:30 to 15:00. The setting is open during school term time only. The children come from a very wide area around the setting.

It is registered to care for 30 children. There are currently 57 children aged between two and half and five years on roll and they attend for a variety of sessions. Fifty four children receive funding for nursery education. The nursery currently supports a few children identified as having special educational needs and has experience of supporting children who speak English as an additional language.

The nursery employs eight staff all of whom work with the children on a rota basis. Seven staff have early years qualifications and the other is working towards a qualification in child care. The setting receives support from a teacher from the Early Years Development and Childcare partnership and is a member of the Pre-school Learning Alliance. The setting also benefits from very close links with the host school.

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 Somerville Community Scheme is high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Planning is good and covers the six areas of learning well. Staff promote children's talking skills very well. They listen attentively to the child's words and repeat them using the correct grammar. Staff encourage children to learn through play, little formal teaching takes place, thus ensuring that they make choices and show their independence throughout the session. Story telling is particularly high quality because staff accompany it with actions and sounds. Staff use praise to encourage children to behave well. They are skillful at 'heading off' possible flash points between children. The bright displays of children's work on the wall and hanging from the ceilings make the rooms a delight to work in. Resources are used very well to stimulate children's interest in learning. Systems to identify and support children with special educational needs are very good.

Assessment procedures are high quality. The key worker system is effective in giving staff and parents a point of reference. Assessment is closely linked to statements from the Stepping Stones. Observations are formally recorded in each child's profile.

The leadership and management of the setting are very good. The managers are always present and lead colleagues well by their own high quality example. They have a reasonable idea of the provision's strengths and areas for development and have a development plan which identifies how the setting will improve them.

The partnership with parents is very good. Parents are delighted with the care and education their children receive. Induction procedures help children settle quickly. Parents receive extensive information about their child's progress and are offered ample opportunities to share their views.

What is being done well?

- Children are really happy in the setting. They socialise well with both staff and other children. Staff greet each child individually and make them feel welcome. They know a little of each child's home background and ask questions like 'are you feeling better today?' to make them feel special. Children are curious about the world and this is fostered by the setting's approach and methods. Children learn through play, for almost the whole session, which promotes their ability to make choices and to be independent.
- Children's ability to talk using words, phrases and sentences is encouraged well by staff. Adults listen attentively to children during their play and respond positively. They often use the child's own words, pronouncing them clearly so

that the child can copy next time.

- Children know a great deal about where they live. They enjoyed travelling around Merseyside by train, bus and ferry. They know that Liverpool is on the other side of the river and that they go through a tunnel to get there.
- The provision for children with special educational needs is high quality. All staff are alert to possible signs and discuss individual cases with the coordinator. Parents are kept fully informed and their views are held to be paramount. Close liaison is maintained with outside agencies.
- The rooms are spacious and well equipped. The displays fully reflect the children's work. They illustrate the recent topic on transport with pictures of ships, using sponge techniques or different textures, and trains made from flat shapes. Every space, including the ceiling, is used to show what the children have done. Photographs of children working, matched alongside detailed written information, illustrate the curriculum to parents.
- The setting benefits from close links with the host school. They offer advice on various things, like special educational needs provision, and help make the transition for children from setting to school a smooth one.

What needs to be improved?

- the computer software to ensure that all the programs meet the needs of young children
- the good system for monitoring and evaluating teaching and learning so that it is on a more formal footing.

What has improved since the last inspection?

There has been very good progress on the two key issues from the last inspection.

The setting was asked to give parents more opportunities to record their views on their child's assessment records. Termly meetings now take place with parents at which the child's progress and their profile are reviewed. Parents views are noted on the profile and contribute to the setting's knowledge of the child's progress.

The second issue asked that staff became more expert at supporting children using the computer. Staff have diligently practiced using each of the programs, often at home, and feel much more confident in advising the children. The impact appears to be that children are very confident at using the two computers. They use the concept keyboard and the mouse with growing skill.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy in the setting and leave their parents with barely a backward glance. They have very positive relationships with the staff and are keen to please them by behaving well and helping with tidying away. Children's concentration is improving rapidly, they play at activities for long periods for their age. Children take care of their personal needs and enjoy the challenge of fastening their own coat.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children skillfully use words and phrases to communicate their ideas and needs to each other and to staff. They listen very attentively to stories told to them and handle books well, turning the pages and mimicking the storyteller's skills. Children enjoy mark making. They pretend to 'write' tickets in the station and everyone is encouraged to write their name on pictures, some doing so accurately. Children make strong links between letters and sounds because staff point these out to them.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children identify the basic colours during games. They sort objects, like beanbags, using colour as a criteria. Children 'touch' count accurately to at least 6 and some recognise the number from the pattern on the dice. They also chant number names to 10 and sometimes beyond during the registration routine. Children use their mathematical language accurately in their games, for instance, the train will arrive in 40 minutes. Children recognise and name the basic flat shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use the sensory table very well to understand how objects differ by feel, sound and smell. They also sort the objects on it using all sorts of criteria. Children know a great deal about their immediate locality through extensive trips by train, bus and ferry. Children control machines confidently and handle the mouse with good skill. They know a great deal about Chinese culture through studying the New Year festival. They also know that some things are old and some new.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's skill at using small tools and writing implements is improving rapidly. They hold pens and pencils well and use tools in the sand and water trays with good accuracy, causing little spillage. Children move well around the room avoiding each other and tables. They stop immediately when required. Most climb up and down the steps using alternate feet. Children walk, run and jump well. They enjoy playing with the parachute and running underneath it.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children play imaginatively in the role play area and with the Chinese New Year display. They pretend to be a builder or a station master and invent ways to play with the beanbag. Children learn a variety of art techniques which explore colour and texture. They produce delightful pictures which are clearly the work of children and gleefully point out their pictures from the displays around the rooms. Children sing quite well and enjoy clapping rhythmically to the teddy bear song.	
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 improving the following:
- formalise the effective system for monitoring and evaluating provision.

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.