



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253228

DfES Number:

INSPECTION DETAILS

Inspection Date	08/02/2005
Inspector Name	Susan Riley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Arnold St Mary's Pre-School
Setting Address	Family Centre St Mary's Church Arnold Notts NG5 8HJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Arnold St Mary's Pre-School
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ORGANISATION DETAILS

Name	Arnold St Mary's Pre-School
Address	Family Centre St Marys Church Arnold Nottinghamshire NG5 8HJ

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

Arnold St Mary's Pre-School is a committee run group, which opened in 1969. It operates from the Family Centre of St Mary's Church in Arnold. The pre-school serves the local area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens Monday, Tuesday and Thursday during school term times. Sessions are from 09:15 until 11:45. All children share access to a secure enclosed outdoor play area.

There are currently 21 children from 2 to 4 years on roll. Of these 7 children receive funding for nursery education. Children attend for a variety of sessions.

The pre-school employs four staff. One staff member holds an appropriate early years qualification. One staff member is currently working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance, and receives support from the Nottinghamshire 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?

Arnold St Mary's Pre-School provides nursery education that is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Teaching has some significant weaknesses. Staff's knowledge and understanding of the Foundation Stage is limited. A range of activities are planned to cover the six areas of learning. However, at times children's individual needs are not being met as the learning intention is not clearly linked to the stepping stones of the early learning goals. Staff do not monitor children's participation in activities, and they do not evaluate children's learning effectively to assess and then plan for further development. Relationship between children and staff are secure, the staff have high expectations of behaviour, they foster this through positive praise and encouragement.

Leadership and management has some significant weaknesses. There are limited systems in place to monitor and evaluate of the provision for nursery education. Some staff take advantage of training opportunities and liaise with the mentor teacher from the Early Years Development and Childcare Partnership.

The partnership with parents and carers has significant weaknesses. Relationships between the staff and parents are warm and friendly. Settling in procedures are effective, children allowed to settle at own pace. Parents are provided with information about the setting, its routines and provision. Channels of communication are mostly informal, and not well focused on children's learning and progress. Written communication is infrequent and at best is limited to announcing forthcoming topics and fundraising events. The system of sharing assessment records with parents is haphazard and not well focused on informing them of their child's progress towards the early learning goals.

What is being done well?

- Children's personal, social and emotional development is good. Children are confident within the group and are interested in the activities and their behaviour is good.
- Children's creative skills are good; they explore colour well and make their own new colours to use.
- Children's communication and language skills are developing well. Staff encourage children to talk and develop their spoken language.

What needs to be improved?

- improve planning, to show clear learning intentions of what children are intended to learn, which is in line with the stepping stones of the early learning goals
- continue with the development of the assessment systems, using the information gathered from the monitoring and evaluations of children's learning, to aid the planning of activities to further children's individual development, and provide challenge for the children
- more effective opportunities for parents to contribute towards the assessments and target setting for their child
- opportunities for children to explore and investigate.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Some children are confident to speak in a large familiar group and to try new experiences. Some children demonstrate independence in selecting and carrying out activities. Children separate from the main carer with confidence. They are forming good relationships with adults and peers. Children are beginning to have an awareness of the behavioural expectations within the setting. There are limited opportunities for children to develop their self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Some children are confident to use language to discuss issues in large and familiar groups. Some children use language to reflect on past experiences and use language in imaginary situations. Some children are able to recognise own name. The linking of sounds is developing. Children respond to simple instructions. There is limited labelling around the setting and no alphabet displayed for children to refer to. Children handle books with care and demonstrate awareness of how they work.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children count with objects, older more able children count confidently to beyond 10. Some children use mathematical language within their play, demonstrating understanding of big and little. There are missed opportunities for children's counting and calculating skills throughout the session. Children do enjoy singing number rhymes where they see what happens when you take one away. There are no numbers around the setting for children to recognise and use.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Some children are beginning to develop an understanding of their own culture and beliefs and those of other people. Some children demonstrate a sense of time by talking about the past and present events in their lives. Some children's design and making skills are developing. Some children are using ICT to promote their learning. There are limited opportunities for children to learn about the place where they live, the natural world, and for them to explore and investigate.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children are beginning to develop an awareness of space for themselves. Most children handle tools, objects, materials, safely and with increasing control. Most children move with confidence and in safety around the setting. Children's small muscles are developing through the use of the equipment. There are limited opportunities for children to develop their climbing skills and missed opportunities for children to learn hygiene routines within the daily routine with regard to hand washing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Some children use their imagination in art and design, and role-play situations. Children respond in a variety of ways to what they see, smell, taste, touch and feel. They sing songs from memory. Children are beginning to construct with building blocks by stacking them vertically. They explore what happens when they mix colours. The children are not given sufficient opportunities to be creative with music and explore and change the sounds for themselves.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve planning, to show clear learning intentions of what children are intended to learn, which is in line with the stepping stones of the early learning goals
- continue with the development of the assessment systems, using the information gathered from the monitoring and evaluations of children's learning, to aid the planning of activities to further children's individual development, and provide challenge for the children
- improve the partnership with parents by providing opportunities for parents to share and contribute towards children's development records
- improve the planning for knowledge and understanding of the world to ensure children have more opportunities for exploration and investigation.

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.