



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122423

DfES Number: 548251

### INSPECTION DETAILS

Inspection Date	01/02/2005
Inspector Name	Gillian Cubitt

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Gems 111
Setting Address	United Reformed Church Harestone Hill Caterham Surrey CR3 6SX

### REGISTERED PROVIDER DETAILS

Name	Mrs Hilary Gilbert
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## 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

Little Gems III Pre-school is based in a church hall in Caterham, Surrey. The group is registered for 32 children aged 2 - 5 years. Five members of staff are on duty during each session, which operates between 09:15 and 12:00 Monday, Wednesday, Thursday and Friday during term time only. Less than 50% of the staff are qualified. Children may stay to eat a packed lunch until 12:45. The pre-school serves families living in Caterham and the surrounding area.

Children have the use of a large hall, as well as a smaller side room. Toilets, including disabled provision, are located off the main entrance hall and there is an additional toilet accessed from the smaller group room. Staff also have use of the kitchen facilities. The group works towards the early learning goals and provides funded places for three and four year olds.

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

### How effective is the nursery education?

The provision of nursery education at Little Gems 111 is acceptable and is of good quality overall. Children are making generally good progress in all six areas of learning.

The quality of teaching is generally good. Staff create a stimulating environment where children can see their work displayed. Staff interact well with children and they present key activities well. Staff encourage children to make choices by making resources and toys easily accessible, although role play activities lack focus. Staff are not fully involved with planning as the main activities are prepared for them. This restricts staff's development in their understanding of the early learning goals and how children learn. Staff organise sessions to provide all children with a wide variety of resources, however there are a number of very young children in the nursery and this impacts on the progress of the older children and at times has an affect on children's behaviour. Systems are in place to support children with special educational needs.

The leadership and management are generally good. Management have clear roles and responsibilities and support staff informally. They have an understanding of the strengths and weaknesses within the provision and are committed to improving the care and education for children. The system of spreading staff between different nursery groups however does not always benefit children's progress. The provider and supervisor have yet to fully develop their roles in evaluating the effectiveness of the teaching with a formal system of staff reviews.

The partnership with parents and carers is generally good. Parents are informed about topics and activities the children are involved in although they are not fully informed about the early learning goals. Informal communication between staff and parents is good and staff provide parents with opportunities to have individual consultations on their children's progress.

### What is being done well?

- Children are encouraged to enjoy books for pleasure. They choose a favourite book which they take home each evening to read with their parents.
- Children enjoy building and exploring with various materials. They build towers and watch how cogs and wheels work together. Children watch how ice melts and learn what they have to do to make it solid again.
- Children's physical skills are developing well. They have opportunities to climb, ride and move in many different ways. Children handle small tools and toys with confidence which assists them in their early writing skills.
- Children make the most of the resources to draw their own pictures. They

concentrate using crayons, pencils and felt tip pens to produce elaborate drawings that have a meaning to them.

**What needs to be improved?**

- the organisation of staff, so that there is continuity of key persons who are responsible for
- ensuring individual children's educational needs are met and children's behaviour can be monitored
- staff's involvement with planning, so that they prepare their own activities that link into their long term plans
- the presentation of the role play areas, so children have a direction and are able to create scenarios that are connected to themes to consolidate learning
- the system of reviewing staff, to ensure that they are making the most of their teaching skills
- children's awareness of counting and observing geometric shapes in their environment and whilst playing and working with the everyday activities
- opportunities for children and staff to learn about different cultures from other members of the group
- the grouping of children, so that the presence of children under three years of age does not impact on the education of the older children.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and interact positively with each other and adults. They have good relationships and enjoy co-operative play. The organisation of activities and equipment gives children independence with choice. Children are also able to see to their own personal needs when going to the toilet. Older children however do not assist with preparing drinks and food at snack times. Children are encouraged to share and care for each other, although some have behavioural difficulties.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well. They learn new vocabulary when looking at how ice melts. Children enjoy looking at books and are encouraged to take favourite books home to read with parents. Older children are beginning to recognise their name and some like to attempt to write them. There are few labels around the nursery to represent the written word and on occasions story time is disrupted.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count as part of games or topic work. They have plenty of quality resources that promote mathematical awareness. They sing well-known counting rhymes and learn basic calculation by taking buns away in the bakers shop. Children learn about height by building their own towers and shapes are introduced in specific topic work. Children however are not made aware of the value of counting and recognising shapes in their environment whilst working on the everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy assembling the cogs and wheels and watch the interaction when one wheel is turned. Children build towers with various shaped bricks and blocks and they make shapes from play dough. Children have some programmable toys and they use magnets and have magnifying glasses to observe natural small items. Children do not sufficiently explore the environment in which they live and staff do not look at learning about the cultures of other members of the group.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently in a variety of ways. They climb, balance, and ride on bikes and cars. Children are also competent when handling small tools and pencils. Children understand the importance of washing their hands after going to the toilet and before snack times. Children do not learn about healthy eating as an everyday routine.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Staff create a stimulating environment with plenty of accessible activities and children's work is displayed. Most children are able to name a range of colours and enjoy drawing colourful pictures although they do not have access to paints each day. Children enjoy dressing up and make the most of the available clothes to create characters from their own imaginations. Children's role play areas however are limited. Children enjoy singing and respond enthusiastically to songs with actions.</p>	

**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**

- organise staff so that there is a continuity of key persons who have direct responsibility for individual children, to ensure that older children's educational needs are met and strategies are in place for managing behaviour
- involve staff with all aspects of planning, so they fully understand the organisation of the long and medium term plans and they can take responsibility for preparing the daily activity sheets
- develop a formal system of reviewing staff's effectiveness in teaching
- improve the presentation of the role play areas, so children have a direction and are able to create scenarios that are connected to themes to consolidate learning.

*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.*