



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127357

DfES Number: 519683

INSPECTION DETAILS

Inspection Date 09/02/2005
Inspector Name Beth Kingsland

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lyminge Pre-School
Setting Address Lyminge Village Hall
Woodland Road, Lyminge
Folkestone
Kent
CT18 8EW

REGISTERED PROVIDER DETAILS

Name The Committee of Lyminge Pre-School 1029226

ORGANISATION DETAILS

Name Lyminge Pre-School
Address Lyminge Village Hall
Woodland Road, Lyminge
Folkestone
Kent
CT18 8EW

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

Lyminge Pre-School opened in 1969. It operates from the village hall in Lyminge, Kent. The pre-school has access to the main hall, side rooms, kitchen, toilets and an outside area.

There are currently 34 children on roll. This includes 11 funded 4-year-olds and 13 funded 3-year-olds.

Children attend a variety of sessions each week. The pre-school has experience of supporting children with special needs and children with English as an additional language.

The pre-school opens five days a week during term time only. Sessions are from 09.00 to 13.00 on Mondays and from 09.00 to 15.00 on Tuesdays to Fridays.

There are nine staff who work with the children; of these, six hold an early years qualification and another is currently attending a qualification course. The group receives support from a Pre-School Learning Alliance development worker and a teacher from the 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?

The educational provision at Lyminge Pre-School is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The overall quality of teaching is very good. Staff work positively and enthusiastically with all children, encouraging them to be confident, independent and very self-assured. Staff have a good knowledge and understanding of the early learning goals. They plan a comprehensive and balanced range of activities and set very good challenges for children allowing them to make rapid progress.

Children are encouraged to use their imaginations throughout the session. Staff provide good support to children during the activities they complete and are very aware of their roles and responsibilities throughout the day. Although the daily programme is well-planned staff do not monitor children's participation during the initial part of the session, to ensure they experience the full range of provided activities.

The effectiveness of assessment and curriculum planning is very good. Staff have introduced a comprehensive assessment system and make detailed observations of children's progress. Staff know children well, and information from assessment is used effectively to inform the planning of activities.

The overall quality of leadership and management is very good. Staff are led by a positive and enthusiastic leader. All staff work well together to identify weaknesses within the setting. Clear procedures have been implemented in order to evaluate and review the effectiveness of the pre-school practice.

The partnership with parents and carers is very good. Parents are greeted warmly when they arrive at the pre-school and receive very good opportunities to be informed about their children's attainment and progress in learning. Staff provide parents with detailed information about the setting and its provision. Parents regularly help with the day-to-day running of the pre-school.

What is being done well?

- Staff support children very well. Children are confident and independent, they work well together and have formed very good relationships.
- Children communicate well together. They speak confidently as they play freely throughout the session.
- Children receive very good opportunities to take part in a range of practical mathematical activities. They have access to a broad selection of activities and equipment that allow them to solve simple problems as part of free-play.

- Staff plan the daily routine well. Children explore a wide range of imaginative and free-play activities that effectively extend children's learning through the stepping stones towards the early learning goals.
- The pre-school is managed by a positive and enthusiastic leader. Staff work effectively together as a strong team, regularly challenging and extending children through each of the areas of learning.

What needs to be improved?

- the organisation of the initial start of the session
- the management of register time.

What has improved since the last inspection?

At the previous inspection the pre-school were asked to consider ways in which children could experience practical maths. This has been achieved and the programme for mathematical development is given high priority. Children receive a balanced range of experiences that allow them to freely explore number, shape and pattern during imaginative and free-play activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work positively and enthusiastically to complete a range of activities. They have developed good relationships together and their behaviour is very good. Children are encouraged towards personal independence, and confidently select from the wide selection of resources. Children are very personally independent. They are introduced to positive images of other cultures, traditions and beliefs through well-planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently together in groups, communicating their ideas during free-play. Staff make very effective use of planned discussion activities to develop and extend children's language skills. Good opportunities are provided for children to write freely and imaginatively as part of free-play activities. Children enjoy reading sessions and actively use and enjoy the books displayed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children receive very good opportunities to count and recognise shapes as part of the daily programme of activities. A good range of mathematical equipment is available within the pre-school and staff make effective use of these to encourage children to solve simple problems as part of practical and free-play activities. Staff exhibit a very good knowledge of the stepping stones within this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children receive very good opportunities to explore the local and wider world and to discuss their home and family life. Staff provide a very good range of planned investigation activities that allow children to explore the properties of different materials. Very good use is made of the outside play area to look closely at the differences, patterns and change of materials as part of free-play. Children use a range of materials for construction.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children receive daily opportunities to move safely and freely. Staff carefully plan the programme of activities to allow children access to activities both within the pre-school and the outside play area. Children skilfully use the large and small equipment, showing co-ordination and confidence. Children use a range of wheeled toys during the initial part of the session, however, staff do not monitor children's participation to ensure they experience the balanced range of provided activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

The children receive very good opportunities to respond to a variety of experiences as part of the daily programme of activities. Children are encouraged to use their imaginations to communicate their ideas, thoughts and feelings. Children explore and investigate using a wide range of media, including music and cooking activities. Children's work is displayed freely throughout the pre-school, allowing children to have pride in their completed work.

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:
- explore and develop ways to manage and organise the initial start of the session to ensure all children experience the balanced programme of activities.

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.