



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 102926

DfES Number: 545244

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Anne Legge

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Millbrook Pre-School
Setting Address	The Village Hall Millbrook Torpoint Cornwall PL10 1AY

REGISTERED PROVIDER DETAILS

Name	The Committee of Millbrook Pre-School Committee 1027264
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ORGANISATION DETAILS

Name	Millbrook Pre-School Committee
Address	Millbrook Pre-School The Village Hall Millbrook PL10 1AY

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

Millbrook Pre-school has been established for over thirty years and is run by a committee of parents. It operates from the village hall in Millbrook, near Torpoint. The pre-school serves the village and outlying areas.

There are currently 26 children, aged from 2 to 5 years, on roll. This includes 18 funded three- and four-year-olds. Children attend for a variety of sessions. Staff welcome children with special needs or who speak English as an additional language. The group opens on weekdays in term-time, except Fridays. Sessions are from 09:30 to 12:00.

Three full-time staff and one part-time assistant work with the children. Two staff have early years qualifications. The setting receives support 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?

Millbrook Pre-school provides good quality nursery education and children make generally good progress overall towards the early goals. They make very good progress in their personal, social and emotional development, knowledge and understanding of the world and communication, language and literacy.

Teaching is generally good, with some very good aspects. Staff plan an interesting variety of activities, generally covering the whole curriculum. They develop topics very effectively across all areas of learning and provide a good balance of free play and structured tasks. They are skilful in their use of questions and discussion to develop children's language, imagination and understanding. They observe and record children's progress, but this information is not always used effectively to plan challenges for the most able children, especially in mathematics and physical development. Staff successfully manage children's behaviour, using plenty of praise and encouragement, and setting high expectations, to which children respond. There are not yet effective systems for monitoring the progress of children who may have special needs.

Leadership and management are generally good. The staff work well as a team, planning is shared and all roles are clear. The committee meet regularly and support the work of the group. There is a good commitment to improve and staff have begun to identify areas for future development. Some systems are in place to monitor the quality of provision.

Partnership with parents is very good. Staff provide detailed information about the curriculum in the prospectus and in regular newsletters, which give details of topics and the letter of the week. There are good systems in place for key workers to share children's progress records and termly targets with parents. Parents are invited to be involved in their child's learning, by providing items for the sound table and other resources, or helping on a rota.

What is being done well?

- Staff plan interesting topics and provide activities and resources in all areas of learning, which develop children's understanding. They use stories, role play and a range of practical activities, to reinforce learning about the topic.
- Staff are committed to an ethos of mutual respect and individual choice. They effectively promote children's personal, social and emotional development, helping them to understand each other's needs and to become confident and independent.
- Children make very good progress in all aspects of communication, language and literacy. Staff provide good resources and foster children's enjoyment of sharing books, writing and learning about letters and words.

- Children are encouraged to be curious, and to explore and investigate a wide variety of resources, including natural materials. Staff plan activities such as planting and growing vegetables, playing with magnets and experimenting with different containers for water.
- Staff develop children's imagination successfully, by supporting their role play and small world play and providing very good resources, such as fresh vegetables and dressing up clothes. They play with the children, extending their thinking by the effective use of questions and suggestions.

What needs to be improved?

- planning and assessment systems, so that assessment information is used to plan appropriate challenges for all children, especially the most able children, in their physical development and understanding of number patterns
- opportunities for children to create freely, developing their own ideas and using a wide range of resources and materials
- staff's implementation of the current Code of Practice for special needs and systems for monitoring children who may have special needs.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children become confident and enthusiastic learners. They concentrate very well at chosen and adult-led tasks, such as role play and story-time. They develop excellent independence skills, choosing between activities and resources, organising their own play and managing snack-time, when they select and pour for themselves. They relate very well to each other and to adults, learning to share and take turns with resources. They behave well, responding to the positive approach of staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk very confidently in large and small groups, using a wide vocabulary. They use language effectively, to describe events or explain what they are doing, as when planting beans. They develop a love of books, enjoying stories and using the book area freely. They recognise and write their names and other familiar words, and write for different purposes, such as lists and cards. They develop a good understanding of letter shapes and sounds, through daily activities and practical tasks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count in a wide range of practical daily activities, such as counting children present or people in a puzzle. They match numbers to groups of objects and begin to recognise numerals in the date and in games. More able children are not always challenged to extend their understanding of number patterns, by comparing groups or discussing more or less. Children use mathematical language in their play, as when weighing vegetables. They recognise and name shapes in puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, as when comparing vegetables or using the water tray. They develop a good understanding of technology, using the computer, torches, magnifiers and other equipment. They develop a good sense of time through discussions about dates and events, and the use of a clock to show the daily routine. They learn about familiar places, using the local area for visits, and they explore different cultures through topics and festivals.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently, using the indoor space carefully, and avoiding obstacles. They develop good control in their use of large equipment, such as tricycles, tunnels and balance beams, but they do not have regular access to large equipment for climbing and balancing, or opportunities to run freely, due to the lack of an outdoor area. They use small equipment, such as pens, brushes and cutters, with very good co-ordination, and they learn about their bodies in songs and daily routines.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children develop very lively imaginations in their role play and small world play, which is well planned, resourced and supported by staff. They sing familiar songs daily, move to music and use musical instruments to develop their understanding of rhythm and sound. They paint and draw freely in a range of media, and use dough for modelling, but they do not regularly have access to a variety of sensory or art and craft materials, to explore textures and develop their creativity.	

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

- continue to develop planning and assessment systems, so that assessment information is used to plan appropriate challenges for all children, especially the most able children, in their physical development and understanding of number patterns
- provide regular opportunities for children to create freely, developing their own ideas and using a wide range of resources and materials
- develop staff's implementation of the current Code of Practice for special needs and systems for monitoring children who may have special needs.

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.