



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 162080

DfES Number: 580862

INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Michelle Tuck

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Merriott Preschool
Setting Address	Church Street Merriott Somerset TA16 5PT

REGISTERED PROVIDER DETAILS

Name	Merriott Preschool 801052
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ORGANISATION DETAILS

Name	Merriott Preschool
Address	Church Street Merriott Somerset TA16 5PT

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

Merriott Preschool is situated in premises on the playing fields of Merriott First School.

The group is open each morning from 09:00 to 11:30 and afternoons between 12:30 and 15:00. The group also hold a lunch club each day from 11:30 until 12:30.

The group have sole use of the premises which include a small kitchen area and toilets.

There is a small, grassed outdoor play area outside the provision and access to the tarmac school playground is available, also the field.

There are four members of staff who work with the children on a regular basis, as well as a relief member of staff. All are qualified and experienced or are working towards qualifications in child care. The supervisor has an NVQ 3 in early years care and education.

There are no children attending with special educational needs or English as an additional language.

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

How effective is the nursery education?

Merriot pre-school provides good quality nursery education and children make generally good progress in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Very good progress is being made in physical and creative development.

Teaching is generally good. The supervisor has a clear understanding of the foundation stage curriculum and plans a good variety of activities, using the six areas of learning. Learning intentions for most activities are clear and shared at planning meetings held weekly. The planning and assessment system is newly implemented, and includes evaluations on all areas as well as links to the stepping stones to monitor each child's progress. Sessions are organised to allow free choice. In small groups staff use questioning effectively and children's behaviour is good. The organisation of large group activities is less effective and as a result children are less well behaved.

Leadership and management is generally good. The staff team are new as a group. They meet weekly to plan, reviewing systems and procedures. They have begun to identify and address areas for development such as children's assessments and implementing change to improve the quality of education provided.

Partnerships with parents are very good, there are opportunities to share children's progress. Staff are available on a daily basis to discuss any issues. Comprehensive information including registration forms and newsletters about the provision is given to the parents.

What is being done well?

- Staff and parents have an effective partnership, which encourages regular exchange of information about the provision and the child's development.
- Children enjoy a wide range of physical activities and make good progress in all aspects of their physical development. They use large and small equipment with very good control and coordination.
- The management are committed to improving the care and education of children through the implementation of a comprehensive assessment and planning system and effective communication through regular meetings.
- Children play well imaginatively, making up their own stories in their role play and small world.

What needs to be improved?

- grouping of children, particularly at story time.
- the opportunities to develop mark making and practise forming letters.
- introducing the children to the vocabulary necessary for addition and subtraction.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff were asked to indicate in the written planning what children will learn from each activity. They were also asked to devise strategies to improve children's listening and concentration skills during larger group activities.

The supervisor plans in detail an activity for each area of learning linking this to the stepping stones and each having a learning intent.

The children still show lack of concentration in larger groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing confidence and are able to speak out in familiar groups such as circle time. However inappropriate grouping of the children, does not always promote positive behaviour. Children show care and concern for each other and are aware of the needs of others, for example, one child comforted another whose necklace had been accidentally broken.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently, discussing experiences and asking questions. They listen well in small groups, but not in large groups. They use language well to explain what they are doing or make up stories. Children mark making skills are limited, opportunities are missed to maximise these skills. Children are beginning to recognise some letters and sounds, staff encourage this well.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count through staff interaction in play activities and in daily routines and songs. Subtraction has been introduced through counting songs however the vocabulary that is associated with addition and subtraction is not encouraged. The children are able to recognise simple shapes and can compare size, correctly identifying which one is the biggest or smallest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a good sense of time and place. They discuss their own experiences, families and routine. They create using natural materials and explore living things, observing the changes they see, for example growing grass seed. They design and make, with a range of resources, using their imaginations well and creating freely. Children have limited access to the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing very good control of their movements. They run, jump, throw and catch with increasing coordination. They can pedal tricycles and use scooters skilfully developing a good sense of space. They climb and balance well using a climbing frame and slide. They are beginning to develop good fine manipulative skills using small equipment such as scissors. Through regular discussion with staff, they are developing an understanding about the changes in their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colours and develop their creativity through their free painting and drawing. They use their imaginations well in the adult led activities, such as making their face from paper plates and other materials. They enjoy singing familiar songs, and use their imaginations well in role play and small world play.	
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

- improve the grouping of the children. particularly for story time.
- provide more opportunities for the children to practise addition and subtraction and use the vocabulary associated with this.
- provide more opportunities for the children to mark make and practise forming letters.

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.