



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127947

DfES Number: 546133

INSPECTION DETAILS

Inspection Date 06/01/2005
Inspector Name Julie Washer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wareside Fledglings Pre-School
Setting Address Wareside C of E School
Reeves Green, Wareside
Ware
Hertfordshire
SG12 7QR

REGISTERED PROVIDER DETAILS

Name The Committee of Wareside Fledglings Pre-School

ORGANISATION DETAILS

Name Wareside Fledglings Pre-School
Address Wareside C of E School
Reeves Green , Wareside
Ware
Hertfordshire
SG12 7QR

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

Wareside Fledglings Pre-school is run by a committee. It opened in 2000 and operates from the nursery and reception classroom at Wareside Church of England School. A maximum of 12 children may attend the pre-school 3 afternoons a week from 12.45 to 15.00 on Monday, Wednesday and Friday. All children share access to an outdoor play area.

There are currently 6 children aged from 2 to under 5 years on roll. Of these three children receive funding for nursery education. Children attend from the local area. The pre-school welcomes children with special educational needs and who speak English as an additional language.

The pre-school employs two staff. Both of the staff, including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

The provision for nursery education at Wareside Fledglings Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff provide a stimulating learning environment using a wide range of resources imaginatively to promote children's learning across all the six areas of the Foundation Stage. The staff's sound knowledge of how young children learn ensures that every child is able to consolidate and progress in their learning. Staff form good relationships with the children so that they feel secure, confident and eager to learn. Children's behaviour is very good. Staff have high expectations of their behaviour and they respond well. All children are praised, encouraged and valued. Staff listen to the children and they are given opportunities to participate in all activities.

The leadership and management is very good. One of the aim's of the pre-school is to offer a high standard of education and care and this is evident in the environment provided. Staff have a positive working relationship and their enthusiasm for providing children with an effective learning atmosphere ensures that staff share the vision and work well as a team. Their good teamwork ensures the smooth running of the pre-school. Regular staff meetings take place and management are developing a system to implement formal staff appraisals.

The partnership with parents is very good. They are provided with good quality information about the setting through newsletters, the prospectus and a well presented Foundation Stage notice board. Parents are involved in their child's learning in many ways. They are part of the committee, attend training courses and workshops and help with fund raising events. They are invited to attend an open day which enables them to share their children's work.

What is being done well?

- Staff are friendly, caring and committed. They provide a secure learning environment for the children. There is a very good high adult:child ratio. Staff interact effectively with the children offering very good support often on a one to one basis. They have a very good knowledge of the Foundation Stage and of all aspects of the curriculum. This enables them to provide well organised sessions and a wide range of stimulating activities across all areas of learning.
- Planning is well thought out and activities link to topics in a meaningful way, for example, children make and fly kites, make musical instruments to create wind sounds and talk about the sound the wind makes and what it can do. They listen to stories and sing songs and rhymes about the wind.

- Children's knowledge and understanding of the world is developing well. They observe the growth of bulbs they plant, watch the pathways worms create as they move around in their wormery and look at how tadpoles develop from frog spawn. Through their topic of sound they explore different noises that water can make using their hands and blowing into bendy straws. Children have many opportunities to use the computer independently and use technology resources in the role play sound studio.
- Children are confident and sociable and relationships within the group are developing well. They show confidence when speaking with staff and other children in the group. Children are interested and keen to learn and confident to try new activities. They are developing very good personal independence skills, such as helping to tidy up and pouring their drinks at snack time.
- There is a very real partnership between parents and staff which is aided by a well designed and informative Foundation Stage notice board. Frequent newsletters inform parents of forthcoming topics and events and discussions with the friendly and approachable staff ensure they are kept informed of their children's progress and learning.

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| What needs to be improved? |
| <ul style="list-style-type: none"> ● the system for staff appraisals. |

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| What has improved since the last inspection? |
| N/A |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested, well motivated to learn and are confident to try new activities. They show independence as they make choices and can concentrate well. Children are forming good relationships with staff and each other and are confident to talk to visitors. They behave very well and are encouraged to develop good manners. Children are developing and extending their personal independence, for example when pouring their own drinks and giving out snack.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to communicate with one another and with adults. They readily discuss real and imaginary events as they play and work. Children listen to stories attentively and use books both for pleasure and gaining information. They are able to recognise their name cards and hang them on the picture of their chosen activity. Children are learning to link sounds to letters of the alphabet as they write over their names and sound out the letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use maths equipment and displays to recognise, order and name numerals. They learn the beginnings of addition and subtraction through rhymes and songs, counting up and down, for example deciding how many ducks are left when one has swam away. Staff support children well and make good use of mathematical language. Puzzles and compare bears help with matching, sorting and sequencing. Sand and water play introduces concepts of quantity and measure; these skills are used when cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate objects and living things. They watch tadpoles grow and change at close range. Children enjoy observing the pathways worms create as they watch them move around inside their wormery. Through topic work children learn about the wind as they make and fly kites. Children use the computer with confidence and other technology toys in their role play sound studio. They celebrate traditional festivals and learn about other cultures when tasting Chinese foods.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children benefit from a variety of physical play daily which develops their large muscles. They climb and balance using the apparatus in the school hall and enjoy travelling around, under, over and through obstacle courses. Children develop an awareness of space and a sense of direction when riding wheeled toys outside around the paved area. When exercising they are becoming aware of the changes in their heartbeats. Fine motor skills are developed using construction kits, toys and puzzles.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children explore colour and texture, using various techniques such as creating firework pictures, Mary and Joseph collage, making Christmas decorations and using paints to mix colours. Children enjoy singing action songs and rhymes and playing musical instruments which enables them to explore rhythm and sounds. They are provided with stimulating opportunities to develop their imagination through role play with very good use of props for inspiration such as playing instruments in the sound studio.

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:
- develop a system to implement formal staff appraisals.

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.