



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303486

DfES Number: 541511

### INSPECTION DETAILS

Inspection Date	01/10/2004
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tiny Steps Pre-School
Setting Address	St. Martins Lane Murdishaw Runcorn Cheshire WA7 6HZ

### REGISTERED PROVIDER DETAILS

Name	Mrs Karen Reese
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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

Tiny Steps Pre-School operates in the grounds of St Martin's Catholic Primary School in the Murdishaw district of Runcorn. The group has the use of the two large rooms within a mobile, a kitchen area, toilet facilities, the school playground for outdoor activities and the use of the hall within the school for large physical activities.

There are currently 33 children from two to five years on roll. This includes 27 funded children. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The Pre-School opens Monday to Friday 09:15 to 11:45 and Monday to Thursday 13:00 to 15:30 term time only.

There are three staff who work directly with the children. All staff are suitably qualified and attend ongoing training.

The Pre-School receives support, advice and training from the Early Years Development and Childcare Partnership and are members of the Pre School Learning Alliance.

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

### **How effective is the nursery education?**

Provision at Tiny Steps Pre-School is of high quality where children make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan an effective programme which is linked very closely to assessment of the children's attainment and progress to ensure that activities planned build on what the children already know. Staff use effective methods to ensure that the children have a good level of independence. They have high expectations for children's behaviour and make appropriate use of time and resources.

Leadership and management are very good. Staff work very effectively as a team. Each member of staff is aware of their roles and responsibilities within the group. They have an annual system of appraisal in place that identifies staff strengths, weaknesses and possible training needs, but staff report that they feel they would benefit from frequent discussions.

Partnership with parents is very good. Staff have a relaxed and approachable manner with parents. Parents are given good quality information that includes the areas of learning. Parents are very involved in their child's learning. They have regular newsletters and planning is available on the accessible parents notice board. Staff encourage the parents to help the children bring in items of interest from home, particularly for the weekly letter and colour table.

### **What is being done well?**

- The programmes for the development of the children's learning is very good in each area which makes a positive contribution to the children's ability to move effectively towards the early learning goals.
- Staff manage the children well, setting high standards for behaviour.
- Partnership with parents is strong. Staff develop very good relationships with them and parents are involved effectively in their child's learning.
- Staff work effectively as a team with each member of staff aware of their own roles and responsibilities.

### **What needs to be improved?**

- the regularity with which staff meet individually to identify their strengths, weaknesses and possible training needs.

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

Not applicable
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The children are keen, eager and motivated to learn. They are confident when speaking to the whole group. They are forming good relationships with each other, helping each other to dress in role play area and sharing food fairly at snack time. The children are developing a high level of independence. They are able to dress themselves to go outside and identify resources required for activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children use imaginative language to describe objects in a feely bag. They listen well at carpet time, showing an awareness of others. The children enjoy identifying items around the room for the 'letter of the week' table. They are able to find their own names around the room and regularly choose reading as a free choice activity. The children use the writing table and make lists in role play, sometimes forming their letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children know a good range of number rhymes and songs which are used to support their learning well. The children are using their knowledge of numbers in their play. They are confident when following a repeating pattern and use language of size when drawing around each other. The children know simple shape names and use appropriate language including on top and behind when playing with small world toys.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children enjoy taking part in floating and sinking activities in water, predicting what will happen. They work in the sand, comparing the properties of wet sand to dry. The children design and make their own action cards. They use technology well to support their learning. The children observe changes in weather, recording it over a period of time.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children move well around the room and negotiate space successfully when outside. They are beginning to know the importance of washing their hands before snack. The children use a wide range of large and small equipment to develop their pedalling, throwing and catching skills. They use large apparatus outside to develop their balancing and climbing skills successfully.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children enjoy music. They are able to copy a rhythm pattern using musical instruments. They use a wide range of media to create interesting displays for the walls. The children have open access to free painting and are beginning to learn about shades of colours. The children experiment with different textures in the dough and use imaginative language to describe what they feel.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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:
- review the regularity with which staff meet to identify their strengths, weaknesses and possible training 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.*