



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 511532

DfES Number: 515689

### INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Barbara Christie

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Greyfriars Pre-School
Setting Address	Greyfriars Community Centre, 44 Christchurch Road Ringwood Hampshire BH24 1DW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Greyfriars Pre-School
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### ORGANISATION DETAILS

Name	Greyfriars Pre-School
Address	Greyfriars Community Centre 44 Christchurch Road Ringwood Hampshire BH24 1DW

## 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

Greyfriars Pre-school is run by a voluntary committee of parents and was opened in 1961. It operates from Greyfriars Community Centre in the centre of Ringwood and serves the local community and out lying rural areas. The group has access to the Ebenezer Hall, the foyer, toilet and kitchen facilities and a secure outdoor area is available for outside play. This group is community based and run by a committee.

The group is registered for 26 children aged from 2 years to 5 years and at the time of the inspection there are 67 children on roll of whom 55 are 3 and 4 year-olds in receipt of nursery education funding. It is the normal practice for the group to take children into the group when they reach 2 years and 9 months. The group supports children with special needs and is supported by the Early Education and Childcare Unit.

The group offers sessional care in term time only and are open at the following times:

09.15 to 11.45 Monday to Friday, 12.30 to 15.00 Tuesday to Thursday and Monday and Friday toddler sessions 13.30 to 15.00. Children attend a variety of sessions each week.

There is a team of 9 staff support the children's learning; all staff are experienced in working with pre-school children, four hold qualifications in childcare and education and two are working toward relevant qualifications suitable for their role. The group works closely with the local schools and is a member 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?

The provision at Greyfriars Pre-school is acceptable and of a good quality overall. Children are making generally good progress towards the early learning goals. In the areas of personal, social and emotional, creative and physical development plus mathematics children make very good progress.

The quality of teaching is generally good. Teamwork is apparent, from questioning and observation staff show a very good knowledge and understanding of how the early learning goals can be achieved across the six areas of learning. They plan well to give children opportunities to learn through worthwhile play-based activities. The many good group gatherings extend learning across each of the six areas effectively. Staff work well with external agencies and parents to ensure suitable arrangements for children with special educational needs, and support on a one to one basis is particularly good. Clear goals and boundaries are set regarding expectations in the group, and behaviour is very good. Resources are very good and easy to access, but opportunities to display children's artwork are limited and regular access to writing tools and investigative resources are not fully explored. Assessment records are developing well; details are sufficient and overall outcomes are used effectively to inform future plans.

Leadership and management are generally good. Staff training and development is very well supported. The Pre-school have very good links with external agencies and they receive support from the early years advisory teacher. Monitoring and evaluation of the provision is adequate but there are some shortcomings in addressing issues raised at the last inspection.

The partnerships with parents and carers is very good. The very good relationships have a positive impact on the children's learning. Parents have good detailed information about the educational provision, and this is effective in extending learning in the home.

### What is being done well?

- Staff set clear goals and boundaries with regard to expectations in the group, their calm approach sets very good examples for children to follow. Children's behaviour is very good.
- Children are well cared for in a warm safe stimulating environment; they have access to a very good range of resources, confidently selecting and using these well to stimulate imagination.
- Staff listen well to children and careful questioning enables children to build on what they already know and understand. Children's vocabulary and counting skills are good, and confidence and self-esteem is raised by appropriate praise and encouragement.

- The worthwhile well-planned play-based activities enable children to learn through exploration, they learn at their own pace and staff group children appropriately to extend learning for those who finish before others.
- All children are valued and treated with respect; staff work well with parents and external agencies to support children with special educational needs and support is particularly good.

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

- the attention given to increasing opportunities and access to resources so that children are able to write names and to be able to record for a variety of purposes
- access to investigative resources and natural objects so that children have more and better opportunities to closely observe patterns.

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

The pre-school has made generally good progress since the last inspection.

At the last inspection two key issues were raised relating to aspects of knowledge and understanding of the world and planning. Generally good progress has been made in implementing the action plan to address these issues and this has had a positive impact on the educational provision overall. Plans have developed well, however, opportunities to extend access to investigative resources have not been fully explored, and are ongoing from this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested and well motivated. They have good access to a wide range of resources, confidently selecting items and using them well to instigate their own ideas in their play. Children work well in small groups and are eager to join in activities. Relationships are very good, and children show consideration for the needs of others. Independence is encouraged and behaviour is very good. Self-esteem is raised by appropriate praise and encouragement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's vocabulary is good; they join in conversations well sharing own ideas of events. The many valuable group gatherings enable children to join in meaningful discussions. Books are very well used, children understand how books work and recognise the characters. Children recognise their own names, but opportunities to write names or make marks on their art work are missed and access to tools and materials for children to be able to write for a variety of purposes is insufficient.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities for counting, and are able to count to ten and above. Learning is reinforced when counting out numbers of children at each activity. This is good and develops opportunities for simple addition and subtraction. Problem solving evolves from the use of puzzles and tracks, and at snack time when children identify how, for example, milk can be shared equally between the group. Mathematical language is good and children refer to sizes shapes and positions.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are generally good opportunities to explore and investigate objects and good discussion about changes in colours, the weather and past and present events, and regular opportunities to explore the environment. Access to technology is generally good and used effectively to promote learning. Children make good use of recycled materials to build collages. Access to investigative resources raised as a key issue at the last inspection continues to be limited.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good and regular access to a range of large and small equipment in the outdoor area, and skills of coordinated movements are developing very well. Staff plan well so that activities are sufficiently challenging, and they remind children of the space required to ensure safety. Children attend to their own personal needs and talk about keeping warm outdoors. They have very good access to a range of tools and materials, and skills of manipulation are increasing effectively.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to select from a range of materials and textures, recycled materials and paint. These are made good use of to form in two and three dimension. Skills of imagination are developing well; access to a range of small world toys prams, wheel barrows, bikes, the home corner and dressing up clothes enable children to enjoy role play activities. Books and stories are used well and during the many good group gatherings children are confident to express their ideas.

**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**

- provide regular access to a range of writing tools and materials so that children can have more time to practice early writing skills, by for example, making lists, and encourage children to write their own names or make marks on their art work
- provide more and better access to investigative resources so that children are able to observe patterns and investigate changes more closely.

*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.*