



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 110486

DfES Number: 538576

### INSPECTION DETAILS

Inspection Date 24/11/2004  
Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Grange Under Fives Pre-School  
Setting Address Drummond Community Centre  
Drummond Road, Hedge End  
Southampton  
Hampshire  
SO31 2AD

### REGISTERED PROVIDER DETAILS

Name The Committee of Grange Under Five's Preschool Committee

### ORGANISATION DETAILS

Name Grange Under Five's Preschool Committee  
Address Drummond Community Centre  
Drummond Road, Hedge End  
Southampton  
Hampshire  
SO30 2AD

## 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

Grange Under Fives Pre-school is managed by a voluntary committee of parents. It opened in 1990 and operates from two rooms in the Drummond Community Centre in Hedge End. Children have access to a secure outdoor play area. The pre-school serves the local area.

The pre-school is open each weekday during school term times from 09:15 until 12:00 and from 13:00 until 15:30 Mondays and Wednesdays. There are currently 46 children on roll. This includes 34 children who receive funding for nursery education.

The pre-school employs eight staff. There are three members of staff who have relevant early years qualifications. The pre-school receives support from a teacher/mentor 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?

Grange Under Fives Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for mathematical and physical development is very good.

The quality of teaching is generally good. Staff create an inviting and well-organised environment. They plan a varied curriculum and demonstrate clear rotation of a range of stimulating and challenging resources. Some opportunities are missed to promote self-selection and ensure equal emphasis is given throughout each area of learning. Most staff have a good knowledge of the stepping stones. They are enthusiastic and involved in children's learning. They extend children's language and understanding well although group activities are not always at the right level for all children. Staff work well together and form easy and trusting relationships with children. They use effective behaviour management strategies to promote positive behaviour. There is a clear system in place for observation and assessment of progress which is currently being developed for all children.

Leadership and management is generally good. Strong leadership on a daily basis supports staff and maintains clear links with the committee. Good communication helps staff work effectively together as a team. There is a clear commitment to developing the provision although there is no formal system for monitoring the provision or seeking parents views.

Partnership with parents is generally good. Parents value the friendly and approachable staff. They are provided with a wide range of information about the pre-school and how they can support children's learning at home. Parent's meetings and informal discussions are used to keep parents up-to-date with children's progress although some parents would like more formal information. Details of the curriculum and current issues are displayed on the notice board or included in regular newsletters.

### What is being done well?

- A stimulating range of resources is attractively presented to interest and challenge children. Small and large equipment, as well as activities such as music and movement, are regularly rotated to effectively support children's physical development.
- Children's personal, social and emotional development is developing well. Staff provide positive role models and encourage children to understand what is expected of them and behave well. Children are developing confidence and play co-operatively with others.
- Effective leadership supports an enthusiastic and committed staff team in providing an environment where children enjoy learning.

- Planned activities, as well as daily routines, are used well to introduce and consolidate children's understanding of mathematical concepts and problem solving.

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

- opportunities for children to express themselves freely and select tools and materials
- the programme for knowledge and understanding of the world regarding awareness of other cultures and beliefs and the use of technology
- consider ways to develop circle time to provide appropriate activities for younger and older children
- consultation with parents in order to further develop partnership with parents.

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

Generally good progress has been made since the last inspection. The pre-school was asked to extend the programme for knowledge and understanding of the world in particular to encourage children to investigate similarities, differences, patterns and change, and to find out about past and present events, their families and the environment. The pre-school have extended the programme in most areas. A wide range of topics are planned, for example, children are able to experiment with floating and sinking during water play and consider how things change when cooking and growing. They have daily opportunities to talk about their families and events in the lives such as holidays or birth of a sibling. Less emphasis has been given to developing the programme in other areas.

They were also asked to improve teaching skills so staff are more able to support children's learning. There have been changes in staff since the last inspection and some have attended training. Staff work well with children and provide effective support them in most areas. Further training is planned.

The pre-school was also asked to extend the assessment system to ensure that all aspects of development are noted and that records are linked to the early learning goals. The pre-school uses a detailed system to record what children can do and these records are then used to assess and record progress towards the early learning goals in each area of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, motivated and enjoy learning. Many concentrate and sit quietly when appropriate. They arrive confidently and know the routines of the pre-school. They are aware of what is expected and behave well. Children are able to select some resources for themselves but opportunities are missed to extend the more able. Many play co-operatively and form positive relationships with staff and each other. They frequently seek staff to share their achievements or ask for support.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children are confident speakers and are beginning to express themselves well. They recall past events and use talk to develop imaginary situations. Most listen attentively to stories and handle books with care. Many can recognise their name and the sounds of some letters. Children are encouraged to write their name although informal opportunities are missed to attempt writing for a purpose. Children engage in a wide variety of activities to develop their pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy number activities. Staff introduce mathematical concepts and problem solving into a variety of practical activities. Children excitedly look for shapes or numbers in the lucky dip box and match them to the poster on the wall. They identify and name many shapes such as circle, hexagon and star. Children measure their height when building with bricks and compare sizes when completing sequencing cards. Many count up to 10. Some add groups of objects together.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A variety of activities encourage children to explore and investigate for example they consider whether objects will float or sink. They go for local walks and make maps when they return. They are becoming aware of past and present when talking about their experiences and events in their lives. They learn about the weather and the seasons. They have few regular opportunities to explore technology or gain an awareness of other cultures. Children create models from a range of construction sets.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with increasing control and co-ordination. They develop spatial awareness when negotiating pathways with pushchairs and playing alongside each other. They learn to use equipment safely. Children use a range of tools, equipment and materials with increasing skill when drawing, cutting and playing with the small world sets. They have regular opportunities to climb and balance or practise throwing and catching. They are becoming aware of healthy practises regarding eating and hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Imaginative role-play areas encourage children to act out their own experiences, create their own storyline and play co-operatively with others. They take dolls to the park and ask others to be quiet as the babies are asleep. Children enjoy craft activities although are not always able to express themselves freely or select their own materials. Children enthusiastically join in with familiar songs and enjoy learning new ones. They play musical instruments and experiment with sounds and rhythm.

**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**

- increase opportunities for children to express themselves freely during creative activities and select their own tools and materials for joining, assembling and mark-making
- continue to develop the programme for knowledge and understanding of the world in order to increase children's awareness of other cultures and beliefs and provide regular opportunities for children to operate simple technology equipment
- consider ways to develop circle time to provide appropriate activities for younger and older children.

*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.*