



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 120127

DfES Number: 521562

### INSPECTION DETAILS

Inspection Date 09/06/2004  
Inspector Name Helen Deegan

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Minus Five Pre-School  
Setting Address The Pavilion  
Victory Park  
Addlestone  
Surrey  
KT15 2EW

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Minus Five Pre-School  
296215

### ORGANISATION DETAILS

Name The Committee of Minus Five Pre-School  
Address The Pavilion  
Victory Park  
Addlestone  
Surrey  
KT15 2EW

## 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

Minus 5 Pre-school has been registered since 1970. It operates from two rooms in the Pavilion, in Victory Park in Addlestone. Kitchen and bathroom facilities are available. It serves the local community.

There are currently 33 children, aged from 2 1/2 years to 4 years, on roll. This includes 12 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. The setting makes provision for children with special needs and/or who speak English as an additional language.

The Pre school opens five days a week during school term times. Sessions are from 09:15 hours until 11:45 hours and 12:15 hours until 14:45 hours.

Five members of staff work with the children. Five members of staff have a recognised early years qualification. All the members of staff hold a current first aid certificate. The setting receives support from a mentor/advisor from the Early Years Development and Childcare partnership (EYDCP).

The Pre school are members of the Pre School Learning Alliance ( PLA).

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

### How effective is the nursery education?

The provision of nursery education at Minus Five Pre-School is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in mathematical development and creative development and generally good progress in all other areas.

The quality of teaching is generally good. Staff provide an environment which demonstrates an understanding of the early learning goals and make good use of the outdoor area for varied play activities. They do not cover all areas of learning in the weekly play plans and planned activities do not always have a clear learning aim recorded. They monitor and record children's progress, but do not use the information to inform future planning and do not always document progress in areas where children are exceeding the yellow and blue stepping stones. Staff are responsive to children's needs and manage behaviour well. They are enthusiastic and attend ongoing training to update and improve their knowledge.

Leadership and management is generally good. Regular staff meetings are held and all staff contribute to planning. Managers invite staff to complete a self appraisal document before carrying out a formal appraisal and training needs are identified. Supervisors have attended training on self evaluation but have not yet implemented it and monitoring has not identified weaknesses in the planning.

Partnership with parents is generally good. They receive good information via the notice board, newsletters and the prospectus. They are invited to see their child's development profile at any time but otherwise are not informed about their child's progress or invited to contribute to the development profile. They are invited to share their skills with the children and can contribute any ideas about the group via the suggestion box.

### What is being done well?

- Children's confidence and self esteem are enhanced by staff who provide a secure and friendly setting and manage behaviour well.
- Children have a developing understanding of positional language and use simple addition and subtraction during adult led activities such as the Incy Wincy Spider game and number rhymes.
- Children respond to music with movement and enjoy moving imaginatively to different types of music.

### What needs to be improved?

- planning, to ensure that weekly plans cover all six areas of learning, learning

aims are clearly identified and activities are evaluated

- children's progress records, with regard to documenting progress in areas where they exceed the yellow and blue stepping stones and using the information to inform future planning
- opportunities for children to develop their independence and self help skills.

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

There are significant weaknesses in the improvements made since the last inspection. At last inspection the setting was asked to extend current assessment records to include statements for all desirable learning outcomes (DLO's now replaced by early learning goals, ELG's) and to maintain its high standards by continuing to evaluate all aspects of the provision systematically.

Staff have now implemented the Surrey Child Profile which documents progress across all six areas of learning. They have not formally evaluated their provision for the past year.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff provide a secure and friendly setting which builds children's confidence and self esteem. Children are confident and motivated to learn, they can share and take turns during large and small group activities such as registration time and the monkey game. Opportunities for children to develop their independence and self help skills at activities such as snack time are limited. Children concentrate well at activities and their behaviour and self discipline are generally good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are developing well; they speak clearly and are beginning to use complex sentences. Children recognise and can write their own name, however opportunities to write for a purpose are limited. Staff provide a print rich environment so that children gain an awareness that print carries meaning. Children enjoy listening to stories and looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and can name different shapes, colours and sizes. They use mathematical concepts such as matching and sorting, and show a developing understanding of addition and subtraction during adult led activities such as the Incy Wincy game and number rhymes. Children experiment with weight and capacity during sand and water activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore using their senses at activities such as making flavoured milk but have few opportunities to create structures using their own designs. They learn about the features of living things as they grow plants and look at mini beasts. Children learn about various cultures and beliefs by celebrating a range of festivals and via positive reflection of diversity within the resources and images provided.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely with increasing control. They have good opportunities to climb, balance and jump on the slide and trampoline, and develop their spatial awareness as they climb through the play tunnel. Staff provide good support at physical activities and encourage the children as they persevere with throwing and catching, however they do not encourage children to notice the effects of activity on their bodies. Children use small equipment such as scissors competently.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children draw and paint to represent images, and create collage pictures using a range of materials. They play imaginatively in the role play area and join in well with favourite songs and rhymes. Children respond to music with movement and move imaginatively to different types of music.

**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**

- continue to develop planning to ensure that weekly plans cover all areas of learning, that learning aims are clearly identified and that activities are evaluated
- ensure that children's progress is documented in areas where they exceed the yellow and blue stepping stones, and use the information to inform future planning
- ensure that children have opportunities to develop their independence and self help skills.

*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.*