



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119514

DfES Number: 513141

INSPECTION DETAILS

Inspection Date	17/02/2005
Inspector Name	Susan Elizabeth Warren

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sandpiper Pre-School
Setting Address	105 Kingfisher Close Shoeburyness Southend-on-Sea Essex SS3 9YB

REGISTERED PROVIDER DETAILS

Name	The Committee of Sandpiper Pre-School 1027673
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ORGANISATION DETAILS

Name	Sandpiper Pre-School
Address	105 Kingfisher Close Shoeburyness Southend-on-Sea Essex SS3 9YB

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

Sandpiper Pre-School opened in 1980. It operates from a community centre in Shoburyness. Children have use of an enclosed outside play area. The pre-school serves the local area.

A maximum of 26 children may attend the pre-school at any time. There are currently 21 children from 2 to 5 years on roll. This includes 14 children in receipt of funding. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00.

Four staff work with the children; three have early years qualifications. Two staff are currently in training.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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 Sandpiper 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 have a very sound understanding of all aspects of the Foundation Stage and how children learn. They plan a broad and balanced curriculum which helps children make very good all round progress. The staff use a wide range of teaching strategies and imaginative, well paced approaches to engage and stimulate the children. Activities are evaluated and adapted for children at different stages of development.

The sessions include free play and structured group times, using the premises and resources to good effect, both indoors and outside - weather permitting. Children needing additional help are well supported and outside professional help is used as needed.

Children behave very well in response to realistic expectations and consistent management by staff. Staff observe and record children's progress in detail to help them assess development and plan the next stages of learning.

Leadership and management is very good. There is a strong team ethos and staff are well deployed to support the children; thereby extending their understanding. There is a forward looking approach and an understanding of areas for development. Monitoring and evaluation are ongoing and ensure a high standard of teaching. A commitment to training and use of various sources of inspiration and ideas means that staff are up to date with trends and developments in childcare and education.

The partnership with parents is very good. A noticeboard, prospectus and newsletters keep them well informed about the setting. Staff talk to parents daily and exchange information about the children. Parents are included by helping children with 'homework', borrowing books to share at home and becoming involved in fundraising, outings etc.

What is being done well?

- The playroom is very well set out and offers a stimulating learning environment, with high quality resources all easily accessible to children. Children have free choice and are in control of their own learning, staff are on hand to support and extend the play and learning. Staff reinforce positive behaviour in a constructive way with praise and encouragement and simple rewards, such as stickers, for effort.
- The programme for knowledge and understanding is outstanding, particularly

in the areas of discovery and investigation of objects and materials, and exploring the made and natural world. Imaginative activities are exciting and offer worthwhile first hand experiences for children to learn about growth and change, how things work etc.

- Staff are skilled at encouraging children to think. They use open ended questions to prompt responses, for example when looking at a variety of objects and exploring shape and other properties.
- The 'hands on' approach develops children's self esteem and sense of belonging. They actively enjoy helping to tidy up and participating in routines, such as snack time. They are encouraged to take responsibility and use their initiative.

What needs to be improved?

- the range of technology available to children, including programmable toys.

What has improved since the last inspection?

Improvement since the last inspection is very good.

Staff have adopted the Southend profile and key workers record children's progress by way of observations. Play plans for individual children highlight the next stages of learning and parents can contribute to these. A folder of children's work completes the picture.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and eager learners. They show good concentration and perseverance for both self chosen and teacher directed tasks. Children build warm and friendly relationships with one another and the adults around them. Children understand daily routines and behave well, they are co-operative and helpful. There is a very good programme of festivals, both traditional and multicultural, and cultural events teaching children about beliefs and customs in the wider world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are effective speakers and listeners. They answer their names at registration and enjoy listening and responding to stories. Children talk about real and imaginary events as they play and work. They enjoy rhyming activities and are introduced to letter sounds with the help of puppets. Good use of labelling round the room introduces print in the environment. Children take books home to share with the family. There are excellent, well resourced opportunities for writing and mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise and order numerals, such as making clocks. They count in everyday situations. Activities introduce addition and subtraction and children are asked 'how many' and 'one more makes'. Sand and water play introduce concepts of quantity, capacity and volume. Free play with dough and structured cooking activities teach about weight and measuring. Puzzles of varying difficulty help children with shape and space. Children make a spiral from a circle, by cutting, with help from staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about life cycles and care for living things, such as wild birds and fish. They plant seeds and watch their progress. Children effectively use found materials to make and decorate Chinese lion masks. They have some items of play technology in the role play areas. Children discuss homes and families, past and present events. Visitors to the group help children understand the outside world. They learn about the library and road safety, and they discuss the weather and seasons.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children develop large movement skills as they balance and climb. They use buggies and wheeled toys to steer and control. Children can find a chair or a space for themselves. Children are encouraged to drink water and think about healthy eating. They understand sun safety and clothes for cold weather. Fine motor skills and hand eye co-ordination are aided by manipulative toys, puzzles, dough and tools and construction kits. Children use scissors and mark making tools effectively.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour and texture through a balance of free and guided art and craft activities. They mix colours and use interesting techniques to create pictures. Children enjoy music and movement, learning a lion dance for Chinese New Year. Familiar songs feature every day. The role play areas are imaginative and well resourced to encourage sustained play. Children use all their senses to explore shells, fruits, a range of natural and made objects and materials, and food they have prepared.	

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, however, consideration should be given to improving the following:
- review the range of items available to children to raise their awareness of everyday technology and develop IT 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.