



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY250953

DfES Number:

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Kate Bryan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Peter & St Paul Pre-School
Setting Address Upper Church Street
Syston
Leicestershire
LE7 1HR

REGISTERED PROVIDER DETAILS

Name The Committee of St. Peter & St. Paul Pre-School 1089218

ORGANISATION DETAILS

Name St. Peter & St. Paul Pre-School
Address Upper Church Street
Syston
Leicestershire
LE7 1HR

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

St Peter and St Paul Pre-School was established in 1966 and is run by a committee. It operates from 2 rooms and associated facilities in a mobile in the grounds of St Peter and St Paul Primary School in Syston. It serves the local area.

There are currently 76 children from 2 years to 5 years on roll. This includes 43 funded 3-year-olds and 19 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a child with special educational needs and 5 children who speak English as an additional language.

The group opens 5 days a week during school term-times. Sessions are from 08:55 until 11:45 and from 12:45 until 15:15.

There are eight staff who work with the children. All but one have early years qualifications to National Vocational Qualification level two or three. The setting receives support from the Leicestershire 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?

St Peter and St Paul Pre-School provides good quality nursery education overall which enables children to make very good progress towards all the early learning goals. Provision in all areas is well planned and they make very good progress in these areas.

The quality of teaching is very good and staff have a good awareness of the early learning goals and how these may be achieved. Staff interact very well with the children, who are well behaved and confident, praise is used effectively to reward children's achievements and efforts. Resources are well organised to enable children to make independent choices and to encourage their exploration of all of the building.

Staff are enthusiastic in presenting activities and use good questioning techniques to engage children, although challenges are not always extended in aspects of literacy and mathematical development. Good levels of individual support encourage all children, including children with special educational needs, to participate in all activities.

Children's learning is assessed against the stepping stones and the early learning goals. Observations are made and assessments completed which enable staff to clearly see what children have achieved and what they need to learn next. Good records are kept of children's progress which are shared with parents.

The leadership and management of the group is very good. Staff are aware of the aims of the group and the staff team are committed to ensuring that a good quality service is provided to children.

The partnership with parents is very good. Parents receive a very good range of information about the setting and planning for the curriculum is displayed. Staff are available to talk with daily and children's progress is recorded frequently and always available. Parents are encouraged to be involved in their children's learning via a rota system and regular questionnaires allow the opportunity for commenting upon the service provided for children.

What is being done well?

- Relationships between staff and children is very good. This encourages the children to be confident in exploring both resources and their immediate environment.
- Personal, social and emotional development is very well promoted, children are very effective communicators and can use language to describe real and imaginary situations.

- The stable staff group works very well as a team to present the curriculum to children. Planning is well used and geared around what the children have achieved and what they need to learn next.
- The group works very well in partnership with parents and takes steps to ensure that parents have opportunities to be involved in their child's learning and also to comment on the service provided.

What needs to be improved?

- the programme of mathematical development to increase opportunities for basic subtraction
- elements of the literacy provision to promote children's recognition of simple words.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very good communicators and are confident to initiate conversations between themselves and adults. They are able to work in groups and also independently using resources they have selected. Behaviour is very well promoted and children routinely use good manners, they are also developing an awareness of sharing. Very good relationships are in place with staff and each other and the children are aware of the routines of the day, such as tidying.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language very well to communicate both real and imaginary experiences. They are developing a good awareness of what sounds represent letters by the use of a phonics scheme. They are able to sit quietly and listen to other people. Children are beginning to use books for pleasure although there are limited opportunities for children to begin to recognise simple words. Children are able to form recognisable letters by tracing and are beginning to mark make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Younger children are well able to count reliably to 10 and older children are able to extend this activity to 20. Counting is used in many situations, such as circle time, so that children become familiar with its use. Addition is practised routinely and encouraged through activities such as singing although basic subtraction is not promoted in the same way. Children are beginning to recognise shapes and use language to compare quantity and size. They are developing a good awareness of patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing good skills in the use of the computer which enhances their learning across a range of skills such as mathematics. They are learning about their environment and making good progress in recognising the changes that take place in the natural world. They are very aware of their place within their family and the community in general. A knowledge of other cultures and beliefs is well promoted and festivals are celebrated to enhance children's knowledge of this.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good physical skills which they are able to use to negotiate around other people and their environment. They can move forward and backwards and are able to change direction. They are developing good balancing and climbing techniques. Children are skilled in the use of small equipment such as scissors and the computer mouse and can use tools such as screw-drivers to effect changes. Health awareness is well promoted and hygiene is a part of the children's daily routine.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are very imaginative and use props such as dressing up clothes to enhance stories they have created. They have a range of practical skills which they use to good effect in creating craft work using a wide variety of materials. They have a very good repertoire of songs which they are able to sing from memory and match movements to. Children are able to respond to questions about their work and are using their senses to experience different foods and textures.

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, but consideration should be given to improving the following:
- the literacy provision so that opportunities are provided for children to begin simple word recognition
- mathematical development so that more activities are provided which encourage children to use basic subtraction.

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.