



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 102851

DfES Number: 583025

INSPECTION DETAILS

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| Inspection Date | 11/02/2005 |
| Inspector Name | Nikki Whinton |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Quintrell Downs Pre-School |
| Setting Address | The Village Hall North Way, Quintrell Downs Newquay Cornwall TR8 4LA |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Quintrell Downs Pre-School |
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ORGANISATION DETAILS

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| Name | Quintrell Downs Pre-School |
| Address | Village Hall North Way, Quintrell Downs Newquay Cornwall TR8 4LA |

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

Quintrell Downs Pre-School opened in 1991. It operates from the village hall situated at North Way, Quintrell Downs, near Newquay. A maximum of 24 children may attend the group at any one time. The pre-school is open each week day from 09.30 until 12.00 during school term times. On Tuesdays, the group incorporates a toddler session. The setting serves the rural and village communities.

There are currently 14 children aged from 2 to under 5 years on roll. Of these, five children receive funding for nursery education.

The setting employs three staff. Two members of staff, including the manager hold appropriate early years qualifications. One staff member is currently working towards a qualification.

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

How effective is the nursery education?

Quintrell Downs Pre-School provides good quality provision, which help children to make generally good progress towards the early learning goals. Personal, social and emotional development is a particular strength of the setting. In this area, children's progress is very good.

The quality of teaching is generally good. The staff plan and provide stimulating, practical activities to support children's learning and development. They ask children good indirect questions to make them think. The assessment programme is not always used effectively and some children are not consistently challenged. The staff know the children extremely well and have a very positive relationship with them. They manage children's behaviour very well, are effectively deployed, act as positive role models and support children skilfully in developing their independence, confidence and self assurance.

The leadership and management are generally good. The group benefits from the enthusiasm and skills of the lead practitioner. The staff work very well together as a team. The key issue from the previous inspection has not been fully completed. However, the group has a good understanding of its strengths and areas for development. It is committed to offering good quality provision and is putting appropriate strategies in place to support future improvement.

The partnership with parents and carers is generally good. Parents are not invited to contribute to assessments. However, the parents are kept well informed about children's progress and achievements. They are provided with regular information about the setting and are encouraged to become actively involved in their child's learning.

What is being done well?

- The children are confident, enthusiastic and well motivated to learn. They have very positive relationships with peers and adults. Children have good social skills, demonstrate good self esteem and are aware of the need to share resources and to take turns. They are effectively developing their independence through the daily routine.
- The staff are enthusiastic, well motivated and act as positive role models. They know the children extremely well and have a warm, friendly relationship with them. Staff listen very carefully to children and answer their questions thoughtfully.
- The children love using their imagination whilst involved in sustained, complex role play. They interact cooperatively with each other, whilst using a good range of easily accessible dressing up clothes and resources to develop and enhance their play scenarios.

- The children have a good range of vocabulary, which they use very confidently when talking to adults and peers. They quickly recognise familiar words in print and enjoy regular opportunities to become involved in whole group story sessions involving props and puppets.
- The children have an extremely good understanding of the importance of good hygiene practices as part of their daily routine. Through skilful staff questioning and explanation during activities such as role play and music and movement, children are learning about the effects of exercise on their bodies.

What needs to be improved?

- the staff's use of observation and assessment information in the planning of activities to promote individual children's future learning, especially for children who learn more quickly
- the staff's partnership with parents and carers, to ensure parents are encouraged to contribute what they know about their child, to aid initial and ongoing assessment.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

As a result of the last inspection, the group was given the following key issue;

. review the system of assessment. Ensure that it identifies progress in all six areas of learning and that information gained is systematically used when staff decide what children need to learn next.

The staff have introduced a new assessment programme, which can identify children's progress in all areas of development. They undertake regular assessments across all areas of development and cluster groups. Targets are set for children's progress.

However, assessment information is not used systematically in planning activities to promote individual children's future learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children behave well. They are independent, confident, enthusiastic and well motivated to learn. They have regular planned opportunities to share their news and enjoy spontaneous discussion with others, 'I'm going to the Midlands. I need to do a painting for my auntie'. Children demonstrate good self esteem and have positive relationships with peers and staff. They have good social skills, are able to share resources successfully and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children use language confidently when talking to peers and adults. Through activities including self registering, finding names at snack time and looking for named coat pegs, children are learning to recognise familiar words in print. They enthusiastically join in with daily whole group story time sessions. However, children are not always able to practise early writing skills during practical activities and writing opportunities for more able children are not always challenging.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children count confidently, such as when counting peers present or the number of mugs at snack time. They are learning to recognise numbers as labels through activities including counting numbered ants on a wall chart and pegging up a washing line of numbered homes. They have a good understanding of shape and frequently explore position, shape and measure. However, children who learn more quickly are not regularly taking part in challenging calculation and problem solving activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children confidently discuss significant, past, present and future events, 'One day I went to the doctor and she put a needle in each arm'. They enjoy investigating how things work and are developing their awareness of a variety of cultures and beliefs. They enjoy stimulating local outings to explore the wider world. However, children have limited opportunities to take part in planned activities to develop information and communication technology skills.

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| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children move confidently and freely within the provision, demonstrating good spatial awareness. They handle a variety of equipment, tools and materials safely, showing good coordination and control. They have an extremely good understanding of the importance of good hygiene practices and are learning about the effects of exercise on their bodies. However, older or more able children do not regularly take part in activities to promote their large muscle skills which offer sufficient challenge. | |

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children thoroughly enjoy using their imagination whilst involved in role play, such as a child saying to her friend, 'I need some batteries for my homework'. They have frequent chances to explore colour, texture, form, shape and space. Children enthusiastically sing a repertoire of songs, regularly explore a range of musical instruments and are developing their musical awareness. However, children do not consistently take part in art and craft activities which are child centred. | |

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| Children's spiritual, moral, social, and cultural development is fostered appropriately. |
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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

- develop the use of observation and assessment information in the planning of activities to promote individual children's future learning, particularly for children who learn more quickly
- develop the partnership with parents and carers, to ensure parents are encouraged to contribute what they know about their child, to aid initial and ongoing assessment.

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.