



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY216176

DfES Number: 547704

INSPECTION DETAILS

Inspection Date 01/12/2004
Inspector Name Elaine Douglas

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kickers and Dribblers
Setting Address Tannery Ground, Middle Brooks
Street
Somerset
BA16 0TA

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Cassandra Leigh and Annmarie Leigh
Address Roewoods
Tanyard Lane, North Wootton
Shepton Mallet
Somerset
BA4 4AE

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

Kickers and Dribblers Nursery and Pre-school is privately owned, and opened in 2002. It operates from a Football Ground Social Club on a residential estate in Street, Somerset. The setting uses an entrance foyer, toilets, kitchen and outside area. The nursery is based in one room with inter-connecting doors to the skittle alley which is used as a pre-school. The setting has access to an enclosed, tarmac play area and garden.

There are currently 56 children from three months to five years on roll. This includes 14 children receiving funded nursery education. Children attend for a variety of sessions. The group supports children who have special needs and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08.00 until 18.00. At present the pre-school only operates in the mornings from 09:00 to 12:00, children attending all day are cared for in the nursery environment before and after these sessions. An after school and holiday Club accommodates school aged children up to the age of eight.

Four staff work with the pre-school children. Three have early years qualifications. One staff member is currently on a training programme. The group receive support from the early years mentor/teacher (EYDCP).

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

How effective is the nursery education?

Kickers and Dribblers Nursery and Pre-school are providing good quality nursery education overall, where children make generally good progress towards the early learning goals. Planning and teaching for personal, social and emotional development, mathematical development, physical development, and creative development is more effective and children make very good progress in these areas.

The quality of teaching is generally good. Staff build good relationships with the children and support them well in developing confidence. Staff provide good opportunities for children to express and communicate their own ideas, and plan a good range of activities which motivate children to learn. Staff use appropriate behaviour strategies and support children well in understanding expectations. They make regular observations of children's development and use the information to progress children further. They provide good appropriate support for children with special educational needs and English as an additional language. Staff make some use of daily routines to develop children's learning. They do not plan sufficiently to use technological resources, and do not provide sufficient resources and opportunities, for older children to understand that writing is used for a variety of purposes.

The leadership and management are generally good. The managers provide good support for staff development and are good role models. Good systems have been developed to obtain parent's feedback and managers regularly monitor and review practice. Managers have identified weaknesses in planning. However, the monitoring of teaching is not as effective.

The partnership with parents is very good. Parents receive detailed information on the foundation stage curriculum and good written and verbal information is provided on areas of development, with examples of how children learn. Parents have good opportunities to be involved in their child's learning.

What is being done well?

- Children with special educational needs and English as an additional language are included in all activities. Staff work in partnership with parents to provide appropriate support and ensure their individual needs are valued.
- Staff provide good opportunities and resources to allow children to use their imagination in art and express their own ideas. For example, several children work together to make a large picture. They choose the subject and draw and colour together. Staff support children well in thinking out what they could include and children decide to stick on pipe cleaners as a rainbow, tissue for the sun and stickers for animals.
- Children's mathematical development is very good, due to staff providing

good activities and making very good use of daily routines. For example, children count each other at registration. At snack time staff encourage children to count the pieces of food they are cutting, and develop their mathematical knowledge and vocabulary by introducing concepts and words, such as when a whole apple is cut it has two halves.

- Children's personal, social and emotional development is promoted effectively by staff building good relationships with them, which supports their confidence. Staff provide good opportunities for children to practise developmentally appropriate tasks and praise children for all their efforts.

What needs to be improved?

- the use of daily routines to provide opportunities for children to hear and say sounds of letters
- the planning to use I.C.T. and programmable toys to support learning
- the resources for older children to understand that writing is a form of communication and used for a variety of purposes.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to separate from their carers. They display good involvement in activities and persist until activities are complete to their own satisfaction. Children seek out others and older and more able children take turns and share. They are developing good relationships with staff and each other. Children regularly operate independently, they manage developmentally appropriate tasks and take care of their personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently initiate conversation, they talk through activities and are keen to take part in group discussions. Children regularly use books, they handle them correctly and are beginning to understand story structures. Children regularly draw, paint and engage in activities requiring hand-eye coordination, such as cutting. However, the older and more able children are not sufficiently encouraged to link sounds to letters or understand that writing is used for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly engage in number rhymes and games. They confidently count beyond ten and the older and more able children recognise numerals up to five. Children regularly use shapes, and are beginning to recognise a range of two and three-dimensional shapes. Children enjoy a range of activities to look at capacity and volume, for example, sand, water and cooking. Children are beginning to understand that the total number of items remains the same when items are separated into groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good understanding of other peoples' cultures and beliefs through topics, activities and daily routines, and use basic French and German. They have a good knowledge of their own environment, through planned activities and regular visits to buildings and places of interest. Children regularly construct and use a range of tools and techniques appropriately. However, children do not regularly use technological equipment or programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have a very good understanding of healthy practices. For example, they know that too much sugar is bad for their teeth. Children regularly retrieve, collect and catch a variety of objects. They regularly explore malleable materials and manipulate them well to achieve their desired effect. They regularly handle a range of tools appropriately and are gaining an understanding that they must be used safely. For example, children use knives carefully to cut up their fruit at snack time.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children differentiate colours. They regularly make collages and understand that different media can be combined. Children regularly enjoy singing, they confidently join in with familiar songs and make up their own songs. They explore sounds of instruments when taking part in regular music sessions. Children describe what they see and touch, they make comparisons, such as one child saying that making salt dough was just like making bread. They regularly express their own ideas in art and craft.

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

- develop further opportunities for older and more able children to hear and say sounds of letters
- plan to use I.C.T. and programmable toys to support children's learning
- increase resources for older children to develop an understanding that writing is a form of communication and used for a variety of purposes.

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.