



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY253578

DfES Number: 547706

### INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Carole Argles

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Explorers
Setting Address	St Nicholas CE Primary School Ash Walk Henstridge Somerset BA8 0QD

### REGISTERED PROVIDER DETAILS

Name	Explorers 1027807
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### ORGANISATION DETAILS

Name	Explorers
Address	St Nicholas CE Primary School Ash Walk Henstridge Somerset BA8 0QD

## 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

Explorers opened in January 2003. It is run by an elected management committee. It operates from one room, with its associated facilities, in a mobile classroom situated in the grounds of St Nicholas C of E Primary School in the village of Henstridge. Children have access to the enclosed school grounds. There are close links between the pre-school and school.

A maximum of 12 children may attend the nursery at any one time. The nursery accepts children aged between two years six months to under five years. Currently there are 10 children aged 3 and 4 years attending the pre-school and all receive funding for nursery education. There are currently no children who have been identified as having special needs or who speak English as an additional language.

The pre-school is open every morning except Thursdays, from 09.00 to 12.00 during school term times.

The pre-school employs two staff who act as joint managers. One holds an early years qualification and the other is a qualified teacher who is currently working towards an early years qualification.

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

### How effective is the nursery education?

Explorers provides nursery education which is of good quality overall. Children are making generally good progress towards the early learning goals with very good progress in some areas of their learning.

The teaching is generally good. Staff have a sound understanding of the foundation stage curriculum and this helps them to plan and provide a wide range of interesting activities which support most areas of children's learning well. However, they do not give equal emphasis to all areas of the curriculum, for example, some areas of children's physical development. Staff monitor children's progress and this helps them build on what the children know, and they usually provide good levels of challenge for them. They ask children many open questions and encourage them to think and behave independently. Staff manage children's behaviour well making sure that children understand their expectations and giving them frequent praise. There is a suitable range of equipment and resources which are stored so that children can choose items easily from the low units. Staff create an attractive and welcoming environment and prepare the activities well. They use time effectively and children are well occupied throughout the session.

The leadership and management is generally good. The staff work well together and are clear about their roles and responsibilities so the sessions run smoothly for the children. The committee and staff are generally effective in monitoring and assessing the teaching and children's learning. All are committed to the further development of the pre-school by extending the resources and by on-going staff training.

The partnership between staff and parents is very good and there is a friendly relationship between them. Parents receive good quality information about the pre-school and the activities being provided. Staff keep parents well informed about their child's progress and encourage them to be involved with their learning.

### What is being done well?

- The children are happy and settled and interested in the activities. They speak confidently to others and readily express their opinions and talk about their ideas.
- Staff encourage children to develop independence and they respond well to this. They choose activities from the low shelves and show good concentration when working alone at self-chosen tasks. They think and act independently, for example, children go to fetch a cloth and clear up after spilling water on a table.
- Staff provide a wide range of resources and media for children to select and use in their art activities. They encourage children to use their imaginations

and explore their own ideas. Staff mount and display their artwork well to create an attractive environment.

- There is an effective partnership between parents and staff. There is an effective settling-in policy with staff and parents meeting to exchange detailed information before the child starts at the pre-school. Staff keep parents well informed about the activities being provided and encourage them to be involved with their child's learning by lending them resources to use at home.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the planning and monitoring of activities to ensure that equal emphasis is given to all areas of children's learning.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy and settled. They form good relationships with others, talking readily with the staff and playing cooperatively together. They are interested in the activities and curious. They show good levels of concentration on self-chosen and adult-led tasks. Children behave well and understand the expectations of staff, knowing there are times when they should sit quietly. They are confident and act independently both with choosing and working at activities and with their personal care.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children speak clearly and confidently, taking turns in conversations. They talk about real and imaginary events and about what they are doing. They are developing a wide vocabulary. Most children enjoy books. They are starting to recognise familiar words and names. There are many activities to help children develop good hand-eye coordination. There is a good range of mark making materials but sometimes these are not put out ready for use and few children make marks for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are beginning to count correctly linking numbers to objects and numerals. They are beginning to solve simple number problems, comparing and combining groups of objects, for example linking the number of children to the number of chairs or cups needed. They are starting to use the correct words to describe and compare the quantity, shape or position of objects. They manipulate and use shapes skilfully when completing jigsaws and take part in matching games and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are many well-planned opportunities for children to examine objects and materials and find out about how things change and work. They learn about the natural world around them. Children are able to use with a range of tools, malleable and recycled materials to design and make objects. At present there is limited use of a computer to support children's learning. They find out about their own culture and beliefs but there are few activities which introduce children to those of others.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move with control and coordination. They show a good awareness of space when playing together, handling small objects and tools, or negotiating a course with wheeled toys. Children use some large equipment, for example tunnels and steps, but have few opportunities for challenging climbing activities. They rarely match movements to music. There are many activities to help develop hand-eye coordination and children use a wide range of malleable materials which they manipulate with skill.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There is a good range of media and resources for children to select and use in their art activities. Children can recognise and name colours and mix different shades to use in their pictures. Children enjoy singing and join in with the words and actions and have opportunities to use musical instruments. They use their imaginations in pretend play and some introduce a storyline. Children use their senses when exploring objects and materials and talk readily about what they observe and feel.

**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 the planning and monitoring of activities to ensure that equal emphasis is given to all areas of children's learning.

*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.*