



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 203473

DfES Number: 583567

INSPECTION DETAILS

Inspection Date	16/02/2005
Inspector Name	Julie Ann Birkett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Annes Preschool
Setting Address	St. Annes Road Canvey Island Essex SS8 7LS

REGISTERED PROVIDER DETAILS

Name	Mrs Angela Jocelyn Fordham
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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. Anne's Pre School opened in the 1978 and is privately owned and managed by Mrs. Fordham. The pre-school operates from one room in the St. Anne's Church premises. It is situated close to the town centre of Canvey Island.

A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children from 2 to 5 years on roll. Of these 17 receive funding for nursery education. Children come from the local and wider catchment areas.

The pre-school employs 8 staff. Four of the staff, including the manager hold early years qualifications. One member of staff is working towards a qualification..

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

How effective is the nursery education?

The provision for pre-school education at St. Anne's Pre School is good overall. Children are making generally good progress towards the early learning goals in each of the six areas of learning.

The quality of teaching is generally good. Key staff have an understanding of the Foundation Stage, with other staff developing their knowledge through regular use. The team of staff use weekly plans to deliver a range of activities and experiences to consolidate and develop the children's skills and learning. Planning is generally effective and overall a balanced curriculum stimulates the children's interest and enjoyment in their play and learning. Staff make regular observations and record the children's progress. These records are not clearly linked to the stepping stones of learning and it is not evident therefore, how the children make progress against them.

Staff create a comfortable learning environment. Sessions are organised to enable children to have time to enjoy both their own independent play and adult led activities. Adult led, small group activities are productive, although some of the whole group activities do not engage all the children. Staff are actively involved with the children and are interested in what they say and do. They ask meaningful questions to promote the children learning. Staff and children develop warm relationships and all work together in good humour.

Leadership and management is generally good. The manager and staff have regular meetings and discuss pre-school issues daily. All staff contribute to the curriculum planning and take responsibility for particular aspects. The staff are a strong team and work well together.

Partnership with parents is generally good. Newsletters include the next planned topics and themes so that parents can support children at home and send things in to the setting. Children's assessments records are sent home termly.

What is being done well?

- The programme for shape and number recognition is very good. Children learn to recognise, match and name both 2D and some 3D shapes through playing small group games. They count reliably and learn to recognise and name numerals, with more able children being able to solve number problems such as simple addition and subtraction.
- Staff are warm and caring. They talk and listen to the children attentively. They ask meaningful questions, which encourages the children to listen, think, predict and suggest ideas. Children contribute eagerly to conversations, drawing on their own experiences and knowledge to reflect on and discuss topics and issues which, ultimately, reinforces their learning.

- Staff use daily opportunities to promote the children's self esteem through praise and encouragement. They use the mid morning group time to reflect on what they have already achieved that morning and children's efforts are praised again. Children take pride in their achievements and feel valued.

What needs to be improved?

- children's progress records
- curriculum planning.

What has improved since the last inspection?

The pre-school have made very good progress in addressing the two key issues identified at the previous education inspection.

Now children have regular opportunities to express their own ideas and develop skills when taking part in creative activities. Daily, free creative activities are available for example the painting easel where children can explore colour, shape and form. They also develop their fine motor skills when using the paintbrushes and begin to develop their emergent writing skills. When taking part in adult led activities children are able to record their own ideas for example when making Humpty Dumpty collages each child created their very own individual one from the resources available to them.

The second key issue was to ensure that staff interact with children in freely-chosen play activities in order to extend children's use of language and skill development. Very good progress has been made in addressing this issue. Good staff ratios enable staff to work with children at particular activities and also to ensure that there are available staff to play with the children for example, in the role play area or book corner. Staff use these spontaneous opportunities to promote the children's learning through their interaction with them. An example of this was when a member of staff sat alongside children in the seesaw and she began to sing a seesaw song. At the children's request she sang this several times. After singing this with them she joined another group of children. The children in the see saw were able to remember the song and sang it to each other.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and settled. They concentrate well on things that interest them. They take pride in finishing a difficult puzzle. They eagerly explore new items on the interest table. They share and take turns and play co-operatively. They have opportunities to develop their growing independence when they wash their hands or fasten coats. They are aware of their own needs and feelings and show concern for others. They learn about the wider world through themed work and everyday exchanges.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are enthusiastic speakers and express their ideas as they play, talking about real and imagined experiences. They are introduced to new vocabulary in topic work. They listen to stories and enjoy sharing story books in small groups. They have opportunities to learn letter sounds and names and link these to the written letter. Children learn to recognise their own names. They practice their developing writing skills when they paint, chalk or work on their writing books.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children reliably count when sharing out play food or counting number cards. More able children count confidently into double figures. They learn to recognise and name numerals. They match and name shapes in everyday play or when working at an adult led activity. They compare weight and volume in the sand and water. They learn about different measuring systems mostly through planned activities. They begin to understand simple addition and subtraction when comparing a number of painted bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children comment on change when they notice that their breath through a straw can move the blobs of paint. They explore and investigate natural and man-made objects. They talk about how the colour spinners or wind mobiles they have made work. They design and build with construction toys or when junk modelling. They have access to simple technology equipment for example a play barbeque or computer bus. They have opportunities to use some simple tools in everyday play.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop large motor skills as they use the climbing frame or see saw. They move, balance and climb with confidence. They develop a sense of space when they choose somewhere to sit in the book corner or move around to let a friend join them at the table. Many daily opportunities are provided to develop the children's fine motor skills. They demonstrate good hand eye coordination when painting or building a tower. They learn about healthy eating and exercise through some planned topics.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children join in with daily singing sessions and remember a range of songs, rhymes and ring games. They have opportunities to use instruments, listen and move to music. They use puppets to act out stories. They show good imaginative skills as they play with the train set and in the home corner. They use their senses when food tasting, cooking and using textured materials and fabrics. They explore colour, shape and form through free and guided art and craft activities.

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 the curriculum planning to ensure that all aspects of the six areas of learning are covered regularly and to show how less able children will be supported and more able children challenged.
- Review the recording system for children's progress to ensure that they are more clearly linked to the stepping stones of learning. Clear links will enable all staff to see quickly what the child already knows so that future curriculum planning builds on this and helps the children take the next steps in their 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.