



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131807

DfES Number: 518732

INSPECTION DETAILS

Inspection Date 23/01/2003
Inspector Name Sarah Street

SETTING DETAILS

Setting Name DORIS VENNER PRE-SCHOOL
Setting Address DORIS VENNER COMMUNITY CENTRE
WORCESTER PARK
SURREY

REGISTERED PROVIDER DETAILS

Name Ms JANET BUTLER

ORGANISATION DETAILS

Name
Address

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

Doris Venner pre-school operates from a community hall in Worcester Park, within walking distance of the main line station, schools, and high street. The group have sole use of the premises while in operation. They use a large main hall, a smaller adjacent hall, toilets and kitchen. The group is used by the local community which covers Kingston, Sutton, and Epsom and Ewell. The group operates during school term times and runs two sessions; 9.30am to 12am and 12.45pm to 3.15pm, Monday to Thursday, and on Friday the group is open for the morning session only. Doris Venner pre-school is registered for 32 children to attend the morning session and 24 children to attend the afternoon session. Currently there is a total of 71 children from two to five years on roll. This includes 14 funded three year olds and five funded four year olds. Children attend for a variety of sessions. Three children have special needs and the group supports four children who speak English as an additional language. Eight part time and one full time staff work with the children. Five have early years qualifications. One is currently on a training programme. The setting receives support from a teacher and from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Doris Venner Pre School offers good quality education where effective teaching helps children make generally good progress towards the Early Learning Goals (E.L.G's.). They make very good progress in knowledge and understanding of the world. Teaching is generally good with some very good aspects. The key strengths in communication, language and literacy are due to the good interaction from staff and their ability to extend vocabulary through questioning and conversation. Children are confident writers through the opportunities provided in particular activities, as well as the well resourced graphics area. Personal social and emotion development is supported by the good relationships staff have with the children and the high expectations of behaviour. Staff knowledge of the curriculum guidance for the foundation stage enables them to plan and provide a wide range of appropriate activities, however some teaching opportunities are missed during large group sessions such as during stories and snack time. Very good support is provided for children with special educational needs, outside agencies and parents are involved in providing information and setting play plans. Leadership and management is very good. There is a shared commitment to continually assessing and improving and an ongoing programme for staff development. Staff work well as a team and are clear about their roles and responsibilities. The partnership with parents is very good. The group is run by a parents committee. Parents are well informed about the group and are actively involved with their child's learning plan. They receive good information about care and curriculum, through newsletters, prospectus, policies and the availability of information in other languages. Staff make themselves available to parents on a daily basis and parents are confident to approach staff with any concerns.

What is being done well?

- Children are well behaved and have good relationships with staff, they relate well to each other and generally work together harmoniously. - Children are confident speakers and have good vocabulary, they are able to concentrate and sit quietly when appropriate. - Staff use local resources to promote knowledge of the community, and children have a variety of opportunities to use their imagination to explore past events. - Children have opportunity to explore different media and materials and are encouraged to develop their imagination through role play art and design. - Staff work well as a team and are supportive of each other, providing good role models and a calm learning environment. - Good leadership and committed staff ensures ongoing improvements by self assessment and staff development. - Parents are kept well informed about the curriculum and their child's individual progress.

What needs to be improved?

- the use of snack time to encourage independence and social skills. - whole group

stories to extend vocabulary and knowledge through interaction. - the use of activities to relate addition to combining two numbers and subtraction to taking numbers away. - the planning of the use of large equipment to provide opportunity to imaginatively use and develop gross motor skills. - the use of music or dance to provide the opportunity to explore their imagination.

What has improved since the last inspection?

They group have made very good progress since the last inspection, a permanent graphics area has been implemented with many resources and constant adult supervision to offer support. Children's names are displayed but can be brought to the table to use. Numbers are also displayed in the graphics area as well as charts and a number line for children to use. Mathematical equipment is available to use including scales, shapes, and number puzzles. Parents contribute to assessments by commenting on competencies at home. They are involved in discussions with the keyworker and together they decide on the child's learning plan. 'Getting to know you' forms have been introduced for parents to inform staff of their child's current abilities. Children's folders go home once a week and parents are encouraged to comment in home school diaries.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Children are well behaved and relate well to each other and staff, they are confident to speak but concentrate and sit quietly when appropriate. Children have good relationships with staff and each other. However, they do not have sufficient opportunity to develop independence through snack time.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in this area. Children have good vocabulary, due to staff using open ended questions, extending vocabulary and allowing children to explore experiences. Children make marks and attempt writing in most activities especially the well resourced graphics area. There are missed opportunities during large group activities, such as storytime, to develop independence through interaction.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Children have good knowledge of mathematical language. Many can count and recognise numbers to ten. Children recognise shapes and numbers through practical activities in their environment. There is little opportunity to allow children to relate addition to the combining of two numbers and subtraction to taking numbers away, through practical activities.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress is very good in this area. The use of local resources promote knowledge of the community and their environment. Children have a variety of opportunities to use their imagination to explore past events. Planning of activities provide sufficient opportunity to explore all strands of learning - scientific, technological, geographical and historical.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Small physical activities encourage handling of materials with safety and control. There is limited free use of large equipment or opportunity to imaginatively develop their gross motor skills.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. They have the opportunity to explore different media and materials and are encouraged to develop their	

imagination through role play art and design. Children do not have the opportunity to explore music or dance on a regular basis.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Increase staff knowledge of how to use snack time to help children develop independence and social skills. Develop the use of music and physical activities to promote gross motor skills.