



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110713

DfES Number: 514442

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Jenny Scarlett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cold Ash Pre-School
Setting Address	Acland Memorial Hall Hermitage Road, Cold Ash Thatcham Berkshire RG18 3F8

REGISTERED PROVIDER DETAILS

Name	The Committee of Cold Ash Pre-School 1041160
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ORGANISATION DETAILS

Name	Cold Ash Pre-School
Address	3 Almond Drive Thatcham Berkshire RG18 4DZ

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

Cold Ash Pre School opened in 1970. It operates from the Acland Memorial Hall in the village of Cold Ash near Thatcham. The pre-school has access two rooms and a large fully enclosed out door area. The pre-school serves a wide geographical area.

There are currently 34 children on role. This includes 26 funded three and four - year - olds. Children attend a variety of sessions a week. The pre-school supports children with special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term times. Varied sessions are available from 09:15 to 14:45 which include a lunch club, afternoon and some all day sessions.

Six staff members are employed to work with the children. Two have Early Years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Cold Ash Pre-school provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. Effective teaching helps the children make very good progress towards all of the areas of learning.

Teaching is very good with staff demonstrating sound knowledge of the stepping stones. They plan a variety of practical activities and understand what children learn from them. The particular strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Staff use good consolidation techniques through repetition, questions and revisiting topics and activities to enhance the children's learning. The accommodation and resources are used well to support the children's learning. However the book corner for the older children is not fully exploited to encourage them to access this area. The outdoor environment is used well to promote the children's physical skills and to develop their understanding of the natural world. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. There are effective systems in place to provide good support for children with special needs.

Leadership and management is very good. There is good support from the supervisor and the management committee. A shared understanding and commitment to early years is clearly visible. The supervisor knows the staff well and utilises their individual strengths and skills within the setting. Staff work well as a team with clearly defined roles. The pre-school has developed very good links with the feeder schools in the area.

Partnership with parents is very good. Parents are well informed about the pre-school its routines and activities with good opportunities to speak to staff on a daily and more formal basis. Good quality written information about the provision is made available for all parents.

What is being done well?

- Staff use very good strategies to promote good behaviour. They give children clear and consistent boundaries and help them to understand the impact of their behaviour on others. Their calm and consistent manner sets a very good example for children.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. They enjoy the activities and make rapid strides in their learning due to the staff demonstrating a good understanding of the individual needs and abilities of the children.
- Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate. Staff use good

consolidation techniques through repetition questions and revisiting topics and activities to enhance the children's learning.

- The accommodation and resources are used well to support the children's learning. Staff arrange the rooms, activities and resources imaginatively to encourage the children to make decisions in their play and to be independent.
- Staff promote very good opportunities for parents to become involved in their child's learning and the pre-school through the parent rota system. Parents are kept very well informed of their child's progress through well documented children's profiles and planned open days organised for parents.
- The pre-school has developed very good links with the feeder schools in the area. Staff from the feeder schools visit the pre-school and introduce themselves to the children and build up sound relationships with them. As a result the children are better prepared for school with a smooth transition to the school environment.

What needs to be improved?

- the attention given to developing children's interest in books.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified from the previous inspection report. These required the pre-school to develop children's awareness of mathematical patterns, introduce more science activities to encourage exploration, develop ways to explore sound and look at ways to encourage parents to contribute and receive information about their child's learning.

Under the leadership of the supervisor, the staff have developed the curriculum plans to include ways to encourage children's awareness of pattern making. As a result the children benefit from good opportunities to see, use appropriate language and develop pattern making with a good range of practical resources. Staff plan for and make very good use of the environment to develop the children's interest in exploration through resources such as magnifying glasses, microscopes and bug boxes. As a result children have good access to a "hands on" science tray to explore the indoor and outdoor environment. Staff have developed plans to include regular opportunities for children to experience and explore music. The children experience a good variety of ways to explore using natural and synthetic resources. As a result of planned and spontaneous musical activities the children develop rhythm using instruments and their bodies and learn to create loud and soft sounds.

Staff have developed various methods to ensure parents receive opportunities to contribute and receive information about their child's learning. Questionnaires to new parents provide valuable information about the child's experiences. With the implementation of the new Pebbles Profiles staff provide regular formal and informal opportunities for parents to discuss their child's progress within the setting providing a broad overview of the child. The parent rota provides parents with a valuable

insight of the pre-school session and encourages the parents to become involved in the pre-school

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. Children are sensitive to the needs of others, share toys and resources and co-operate with each other. Children are praised in their work and play helping build their self-esteem and confidence. They confidently use their initiative to expand activities and show perseverance in making sandwiches.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident with staff and each other and engage easily in conversations. They enjoy listening to group stories. However children do not access the main book area independently or with staff. Children recognise their own names when self registering and look for their names at snack time. There are good opportunities for the children to practise emergent writing and to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently up to and beyond ten and many recognise numbers up to nine. They learn to use numbers in everyday practical situations and show that they understand size and shape through practical activities such as making and cutting shapes in sandwiches. There are good opportunities to extend the children's understanding of matching and comparing using dominoes. Children develop their awareness of weight and capacity as they pour their own drinks at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Planned activities aid children to notice changes such as the seasons and observing the colours change on the trees. They build and construct with large and small bricks and play dough to extend their skills. Children talk about personal events in their own lives and are becoming aware of other cultures and traditions through planned topics. They are able to use technological resources confidently and can select colour and shape for drawing patterns.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children experience varied opportunities to promote their physical skills. They are adept and skilled in their physical skills through well planned and spontaneous activities. Staff are on hand to provide support and encourage new skills such as bouncing on the trampoline. Children are able to control pencils, scissors and cutlery with a good range of activities to develop their manipulative skills. Children are confident in their independence skills and show a good awareness of basic hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children respond to new experiences and explore a variety of media and materials. Children express their ideas freely through a good range of activities including role play. Children draw on their own experiences and imagination as they pretend to make dinner in the home corner and go shopping. They join in singing enthusiastically and use their voices to distinguish between sounds. Children join in enthusiastically as they play What's the time Mr Wolf.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- the presentation of the reading area for all children to encourage and nurture their interest in books.

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.