



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY219553

DfES Number: 515451

### INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Elaine Douglas

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Steps Pre School
Setting Address	The Village Hall Church Road North Newton Somerset TA7 0BF

### REGISTERED PROVIDER DETAILS

Name	Little Steps PreSchool 1021256
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### ORGANISATION DETAILS

Name	Little Steps PreSchool
Address	The Village Hall Church Road North Newton Somerset TA7 0BF

## 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

Little Steps Pre School is run by a parents committee. It opened in 1978. It operates from two adjoining halls, two separate cloakrooms and a kitchen area. There is an enclosed outdoor area. It is situated in the rural village of North Newton, Somerset. The pre-school serves the local area.

The group is registered for children two to five years. There are currently 10 three-year-olds on roll. All children are receiving funded nursery education. Children attend for a variety of sessions.

The group opens four days a week Monday to Thursday from 9:15 - 12:00 term time only. From January an additional session is offered to those starting school operating on a Tuesday afternoon until 3 pm.

Three part-time staff work with the children. Two have early years qualifications. One member of staff is currently on training programmes. 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?

Little Steps Pre School is providing good quality nursery education, where effective planning and teaching ensures children make generally good progress towards the early learning goals. The teaching in personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative, and physical development is more effective and children make very good progress in these areas.

The quality of teaching is generally good with some very good aspects. Staff work directly with the children. They ask good open ended questions, they extend children's knowledge and vocabulary, and provide good opportunities for children to think and demonstrate what they know. Staff plan well to ensure all areas of development are covered equally and make good use of daily routines. They have a good knowledge of the Foundation Stage Curriculum and are clear about the learning intentions for activities. Staff regularly observe the children and have a good understanding of children's individual abilities and interests. They use this information well to support children. Staff use appropriate behaviour management strategies and support children well in understanding expectations. However, staff do not regularly encourage children to use books individually or the available resources to develop an understanding of the purpose of writing.

Leadership and management is generally good. Good communication between key personnel ensures they are clear about their roles and responsibilities. Commitment to staff development supports staff in providing good quality education. Effective methods are used to evaluate practice and most weaknesses have been successfully identified.

The partnership with parents is very good. Parents receive good regular information on the setting and the educational provision. Staff are available daily for parents to regularly exchange information and a new system is being implemented to increase parents access to records.

### What is being done well?

- Children make very good progress in their mathematical development due to staff making very good use of daily routines to teach. For example, at snack time children count the number of cups they need. Staff ask them which fruit is the biggest, if grapes are bigger or smaller than apples. They cut fruit into halves and quarters and count the total number of pieces.
- Children benefit from effective teaching and regular access to resources to help them design and make things. Staff provide good opportunities for children to make choices and to select appropriate tools and techniques to assemble and join.

- Staff skilfully ensure that children have good opportunities to develop in all areas by using children's individual interests to promote their learning. For example, staff interact well with children using role-play. Children are encouraged to play together on the same theme, staff extend their knowledge and understanding of the role of a fireman, children are encouraged to think out how they could make a ladder and are supported in using it. Children make props from craft materials and display good imagination. They use telephones to develop an understanding of technology and to recognise numerals.
- Children's physical development is promoted effectively by staff planning a good range of activities both inside and outside, and providing a range of small and large equipment.

#### **What needs to be improved?**

- the opportunities for children to use books individually and gain an understanding that information can be located from them
- the use of the available resources to support children in understanding that writing is a form of communication and used for different purposes

#### **What has improved since the last inspection?**

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show increasing independence in selecting and carrying out activities. Children confidently separate from their carers. They talk freely about their homes and families and express their needs appropriately. Children regularly manage developmentally appropriate tasks and are developing independence in dressing and managing their personal hygiene. They show care and concern for living things and the environment. For example, they help to tidy-up and to take care of the garden and birds.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children confidently engage in conversation. They question why things happen and give explanations. Children regularly hear and say the initial sounds of words and enjoy whole group stories. They regularly draw and paint, they use one-handed tools, and draw lines and circles. The more able children write recognisable letters. However, children do not use the available resources to understand the purpose of writing. They do not regularly use books individually or to locate information.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children regularly use mathematical language and number names in their play and daily routines. For example, children know that when an apple is cut they have two halves and then four quarters but still have one whole apple. They willingly attempt to count in the correct order. Children recognise and select two dimensional shapes and regularly use size language. They regularly take part in activities to develop an understanding of weight and volume, such as, cooking or sand.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children develop a good awareness of the local community and wider world through good activities and regular walks and visits from people in the community. Children gain a good awareness of the cultures and beliefs of others through their role-play and well planned activities. Children regularly use construction materials, they realise tools are used for a purpose. They are beginning to use a range of tools and techniques competently to join and assemble.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children demonstrate balance and control when climbing and jumping. They mount steps using alternate feet, and jump and land with control. Children negotiate space successfully. They adjust speed and change direction to avoid obstacles. Children are gaining a very good awareness of a range of practices which contribute to good health, through planned activities and daily discussions. Children show control and understanding of safety when using a range of tools.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children regularly make two and three dimensional structures. They explore a range of media and materials and work creatively on a large and small scale. Children regularly engage in good imaginative role-play, they play well together engaged in the same theme. They use the available props well and display good imagination in making their own. For example, two children make boots from card for staff to wear on a winter holiday. Children show interest in what they see, feel, smell and hear.

**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**

- encourage children to (i) use books individually and develop an awareness of using books to locate information and (ii) 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.*