



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253100

DfES Number: 544729

INSPECTION DETAILS

Inspection Date	21/01/2005
Inspector Name	Pauline Garfield

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Marys Pre-School
Setting Address	Park Street Rear of St Marys Church Worksop Nottinghamshire S80 1HH

REGISTERED PROVIDER DETAILS

Name	The Committee of St Marys Pre-School
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ORGANISATION DETAILS

Name	St Marys Pre-School
Address	Park Street Rear of St Marys Church Worksop Nottinghamshire S80 1HH

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 Mary's Pre-School opened in 1976. It operates from a building in the grounds of St Mary's church. The pre-school is open five days a week term time only. The sessions are 09:00-12:00, lunch club 12:00-12:45 and an afternoon session 12:45-15:15. The pre school is only open on Thursdays for the morning session.

There are currently 34 children aged from 2 to under 5 years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchments area.

The pre school employs 8 staff, 5 of the staff, including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

St Mary's Pre School provision provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their physical development and creative development is particularly well planned and children make very good progress in this area.

The quality of teaching is generally good. The staff are enthusiastic and work well together to provide an interesting curriculum. Staff plan challenging activities on most areas of learning with some gaps in personal, social and emotional development, communication language and literacy, mathematical development and knowledge and understanding of the world. The staff target specific areas of learning for the week and review the quality of their provision, practice and children's progress. The indoor area is used very well to promote children's creative skills, but less effectively to develop their understanding of knowledge and understanding of the world, particularly in aspects of information, communication technology.

Staff manage children's behaviour well, they praise, encourage and support children's achievements. There are good systems in place to support children with special educational needs.

The leadership and management of the group is generally good. Staff are generally clear about their roles and responsibilities for children's well being and learning. However clear systems are not in place to monitor how staff are able to fully identify weaknesses in the whole curriculum.

Partnership with parents is generally good. The information given regarding their child's learning is mainly effective in informing them of their child's progress towards the early learning goals. Parents demonstrate satisfaction with the provision. They are offered both formal and informal opportunities to discuss children's progress towards the early learning goals.

What is being done well?

- Staff are enthusiastic and encourage children's learning through asking open ended questioning, encouraging children's thinking and questioning skills.
- The staff manage the children's behaviour well. Children are praised and encouraged for their achievements.
- Children are very enthusiastic in physical play and particularly enjoy outdoor play where they can move more freely.
- Children investigate and explore new ideas to express their creativity.

What needs to be improved?
<ul style="list-style-type: none">● the attention given to allowing children more independence in selecting and carrying out activities; improving their opportunities to link letters to sounds, increase awareness of the different purposes of writing and write their own names.● the use of resources to increase children's understanding of information and communication technology● the planning system to ensure the learning intentions for children are clear; and a system is implemented to ensure that all stepping stones will be covered sufficiently over time.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated to learn, they stay at an extended length of time at an activity of their choice. Children separate from main carer with confidence. They cooperate and negotiate roles, relate and make attachments to members of their group. Children show a sense of time and routine and begin to accept the needs of others with support. Children are developing social skills, but are not always showing increasing independence when carrying out and accessing activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use words and gestures including body language to communicate. They listen and respond to instructions and have self emerging confidence to speak to others about wants and interests. They enjoy stories on a one to one basis and in large groups in a print rich environment. Children can ascribe meanings to marks, but not are able to link letters to sounds, or have opportunities to begin to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and counting and enjoy joining in with number rhymes and songs. They show an understanding of shapes and space by playing with relevant objects, and concentrate for sustained periods in construction activities. Children use size language such as big and little. However, they do not show an interest in number problems such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show curiosity observe and manipulate objects. They realise tools can be used for a purpose and try out a range of tools and techniques safely. Children show a sense of time and place and express feelings about a significant personal event. Children do not show an everyday interest in information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move spontaneously within available space. They move freely with confidence and pleasure. Children show respect for other children's personal space when playing. They are aware of hygienic practices and show body awareness. Children engage in activities requiring hand eye coordination. They move in a range of ways, such as running, jumping, skipping, sliding and hopping.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are beginning to differentiate colours and use their bodies to explore colour, texture and space. They respond to sound with body movement and use available resources with imagination to create props for role play. Children show an interest in what they see, hear, touch 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

- develop the attention given to allow children more independence in selecting and carrying out activities; improving their opportunities to link letters to sounds, increase awareness of the different purposes of writing and write their own names.
- develop the use of resources to increase children's understanding of information and communication technology
- develop the planning system to ensure the learning intentions for children are clear; and a system is implemented to ensure that all stepping stones will be covered sufficiently over time.

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.