



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127519

DfES Number: 517019

INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Mary Van De Peer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Scalliwags Pre-School
Setting Address	Youth Hall, St Andrews Playing Field Paddock Wood Tonbridge Kent TN12 6HT

REGISTERED PROVIDER DETAILS

Name	The Committee of Scalliwags Pre-School 802740
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ORGANISATION DETAILS

Name	Scalliwags Pre-School
Address	Scalliwags Pre-School Youth Hall, St Andrew's Playing Field, Paddock Wood TONBRIDGE KENT

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

Scalliwags Pre-School has been established since 1988 and opened on the current premises in 1999. It operates from one room in a single storey building and has an outside play area. The pre-school serves the local area and surrounding villages.

There are currently sixty-five children from two to four years on roll. This includes thirty-nine funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The pre-school supports children for whom English is an additional language and/or have special educational needs. There are two SENCO members of staff.

The pre-school opens five days a week during school term time. Sessions are from 09:15 to 11:45 and 13:00 to 15:30. There are 2 sessions per week specially designed to cater for older children.

There are nine part time staff who work with the children. Over half the staff have an early years qualifications to NVQ level two or three. There is one member of staff currently working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

Scalliwags is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

Scalliwags Pre-School is acceptable and is of good quality. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff show a secure knowledge of how children learn and the early learning goals. They provide the children with good role models and they have built up good relationships with the children. Staff provide a good range of stimulating and age appropriate resources and equipment for children to play and learn with. Staff allow time to work with the children in small groups. However, there are occasions when children are not always able to practice and develop new skills because the activity is mainly adult directed. This can also reduce the opportunities for children to make their own choices in their play. There is one child attending the pre-school who has special educational needs and staff are able to offer effective and appropriate support. The children are confident and well behaved. Children's development in communication language and literacy is very good.

Leadership and management is generally good. The committee and staff know their roles within the pre-school and have good working relationships with each other. They are committed to the care and development of the children. Staff are encouraged to attend additional training courses to update their child care knowledge.

The partnership with parents is also generally good. Parents are given written information about the operation of the pre-school. There are several notice boards which also help to ensure parents are kept up-dated with news about the pre-school. There is an effective key worker system in place. This ensures parents are able to seek information about their children's development and achievements on a regular basis. However, there is no regular written information on children's progress towards the early learning goals until the child is due to leave the pre-school.

What is being done well?

- Staff teach by example, they are good role models. Children know how to behave and understand what is acceptable and what is not.
- Children's development in communication, language and literacy is very good. They are confident speakers. They have good mark making skills and are able to use a variety of different resources.
- The environment for the children is stimulating, exciting and interesting. They are confident and enjoy learning through their play.
- Staff have a good understanding and general use of the early learning goals. The planning provides some good opportunities for children to learn and develop.

- Children are able to play within clear boundaries. They use the available space well. They respect each other's needs.
- The leadership and management of the pre-school is good. Staff work well together and are committed to the continuing learning and development of each child.
- The setting's partnership with parents is positive. Parents receive clear and appropriate information about the operation of the pre-school.

What needs to be improved?

- the opportunities for children to make more choices in their play
- the written information for parents, regarding their children's progress towards the early learning goals

What has improved since the last inspection?

At the last inspection, the pre-school was asked to give more consideration to improving the opportunities for children's creative development.

An Action Plan was successfully implemented by staff and children now have the opportunity to use a variety of art and craft resources, which are enabling them to further develop their self expression and imagination.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are excited to learn and play with the activities provided. They are forming good relationships with adults and each other. Children's behaviour is good. The adults are good role models. There are some missed opportunities for children to do things for themselves. Some activities are very much adult-directed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and communicate very well with adults and their peers. Children enjoy using books appropriately and listening to stories. However, story time is mainly adult directed. Children are beginning to link everyday sounds with letters. Children are able to use the mark-making resources creatively and appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to learn about lots of different shapes and colours through their play and interaction with adults. They are confident counters. However, there are some missed opportunities for children to extend their learning about simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing skills by using a variety of tools and equipment. They are learning about information and technology and enjoy using the computer and appropriate software. There are some missed opportunities for children to extend their learning about the natural world and to extend their learning and skills within adult directed activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to play within clear boundaries. They use the available space well. Children are developing their fine and large motor skills. There are some missed opportunities for children to have choices in their play outside. Children have limited healthy eating choices at snack time.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are beginning to learn about shapes and colours. They are learning about beats and rhythm by using musical instruments. Children also enjoy using it to create their own music. However, children are not always able to experiment and investigate for themselves.

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

- Key Issues:
- Provide more opportunities for children to make choices in their play.
- Provide parents with regular written information regarding their children's progress and development towards the early learning goals.

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.