



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 309680

DfES Number: 583100

### INSPECTION DETAILS

Inspection Date 11/01/2005  
Inspector Name Lorraine, Susan Fay

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lune Valley Pre-School Centre  
Setting Address Caton St Paul's CE Aided Primary  
Moorside Road  
Brookhouse  
Lancaster  
LA2 9PJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Lune Valley Pre-School Centre

### ORGANISATION DETAILS

Name Lune Valley Pre-School Centre  
Address Caton St Paul's CE Aided Primary  
Moorside Road  
Brookhouse  
Lancaster  
LA2 9PJ

## **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**

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

### How effective is the nursery education?

The Lune Valley Pre School Centre provides very good quality education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. All staff have a sound knowledge of the early learning goals. They plan a wide range of interesting and challenging activities for all three and four year olds. As a result children are eager to come into this warm and welcoming learning environment. Staff are very good role models who value and respect children. They set clear boundaries and have high expectations of children. As a result children learn to be polite and considerate and are exceptionally well behaved within the setting. Staff approach teaching with great enthusiasm.

Leadership and management is very good and has a positive impact on children's progress. Management support staff very well via an effective induction, appraisal and training programme. The manager supported by the committee ensures that resources are readily available to staff. As a result the continuing educational needs of the pre school children are well met. The quality of the provision is regularly reviewed. The manager values individual staff members contribution to the learning programme. This encourages positive team work all to the benefit of the children.

Partnerships with parents and carers is very good. Parents are provided with sound information about the early learning goals and the setting in general. Staff provide a welcoming environment in which parents are happy to contribute to their children's learning. They provide items for themes and topics and are represented on the management committee. Parents feel a strong sense of partnership and belonging and speak highly of the level of education provided.

### What is being done well?

- Children are interested and highly motivated to learn. They are eager to enter the setting which staff ensure is warm and welcoming. Children take great delight in showing their parents the activities available to them. Children are extremely confident. They make sound relationships with adults and peers. Children chose to sit next to their friends at snack time and interact very well when working in a larger group. Staff are very good role models who value and respect children. As a result children are exceptionally well behaved within the setting.
- Children are very confident counters. They thoroughly enjoy sequencing the numbers along the number string in the correct order and counting the number of items in the boxes during the collage activity. Children learn about shape and size. They show great skill when sequencing the acorns and the conkers depending on shape and size.

- Children learn to design and build. They assemble boxes and cartons when making models, one child concentrates as he designs and makes a space ship. Children learn about the seasons, they make an Autumn display using leaves and conkers they have collected during their nature walk. They have sound skills in relation to information technology and handle the keyboard and the mouse very well. Children learn about other cultures and take great enjoyment in celebrating the Chinese New Year. They make a dragon and dance the Chinese dragon dance.
- Children are confident readers and writers. They access good quality mark making materials on a daily basis. As a result children form letters and learn to write their own names competently. They have sound skills in linking sounds to letters and enjoy immensely their time at the sounds table. Children use the 'jolly phonics' sounds system with some children reading simple story books as a result of this.

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

- There are no significant weaknesses, however consideration should be given to the following:
- The book area to allow children easy access.

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

At the last inspection this setting agreed that record keeping would include children's individual folders, providing evidence of progression in examples of their work, displays reflecting children's immediate interest in their environment, such as nature interest table and recording the weather and widen the use of art materials especially relating to texture.

All children have a development folder which contains samples of their art work and educational achievements. This folder assists staff when planning individual children's curriculum programme and assessing their progress made through the stepping stones. It also keeps parents informed of children's progress and development. The weather is recorded daily and environmental displays are included in the planning. Children enjoy collecting leaves, conkers and acorns for the Autumn table and making models for the recycling display. As a result children learn about their environment. Children access a wide range of creative activities. They learn about colour and texture when printing using sponges and other natural resources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and highly motivated to learn. They show excitement as they enter the setting and are eager to show their parents the activities set out for them. Children are extremely confident and build sound relationships with adults and their peers. They share experiences with the group, one child tells the other children about his recent holiday. Children are exceptionally well behaved. They respond to praise and encouragement as they help the teachers at tidy up time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk and interact very well. They talk to each other throughout the session. They enjoy stories and learn to handle books very well. Children learn to read using the 'jolly phonics' sound system. Children are excited to come to the sounds table. They show great delight in practicing their sounds and linking sounds to letters. Some children are confident readers. Children learn other forms of communication. They enjoy practicing simple sign language.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters. They count to ten and beyond when hanging up the numbers along the number string. Children have sound skills in addition and subtraction. They calculate the number of cups required at snack time and the number of sausages left in the pan when singing 'Five Fat Sausages'. Children use mathematics to problem solve when completing the eighty piece jig saw, children concentrate on sections of the puzzle before putting all the sections together.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things. They watch the growth of the sunflower and learn about the life cycle of the frog. Children explore how things work. They examine the workings of the camera and the remote control robot. Children have sound skills in relation to information technology. They select appropriate computer programmes and operate the mouse and the key board very well. Children learn about the wider world, they make cards and candles when celebrating Diwali.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with great confidence and with very good control over their bodies. They move energetically to the movement to music tape. They jump, hop and skip in time to the music. Children enjoy fresh fruit at snack time, as a result they learn about healthy eating and foods which are good for them. Children use a variety of tools and equipment very well. They cut shapes with the pastry using the scissors and use the digger when playing in the sand.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy a wide variety of craft and creative experiences. They learn about colour and texture, they make collage pictures for Autumn and three dimensional decorations for the Christmas tree. Children develop very good imaginations. They take the role of the doctor, nurse and the vet. Children use bandages to bandage wounds in the hospital role play area and write down medication needed in the doctors surgery. Children enjoy singing and learn a wide repertoire of songs.

**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:*

- Ensure that the book area is organised so that children can readily access books throughout the session.

*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.*