



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY245224

DfES Number:

INSPECTION DETAILS

Inspection Date	23/06/2003
Inspector Name	Nikki Whinton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Allsorts Pre-School
Setting Address	The Rosary Wootton Bassett Swindon Wiltshire SN4 8AF

REGISTERED PROVIDER DETAILS

Name	Allsorts Pre-School 1023677
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ORGANISATION DETAILS

Name	Allsorts Pre-School
Address	The Rosery Wootton Bassett Swindon Wiltshire SN4 8AF

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

Allsorts Pre-school and Nursery moved to its present site in April 2003. The group operates from a double mobile classroom within the grounds of St. Bartholomew's Primary School. It has access to toilets, kitchen and a fully enclosed outside play area.

The setting is registered to care for a maximum of 40 children aged 2 to 5 years. There are currently 69 children on role. This includes 19 funded 3 year olds and 17 funded 4 year olds. At present there are 4 children attending with identified special educational needs. There are no children attending with English as an additional language.

The setting is open weekdays throughout school term times. Pre-School sessions for children aged 3-5 years are Monday - Friday from 0915-1200. Nursery sessions are Tuesday and Thursday afternoons from 1300- 1500 for children aged two to three years.

Ten part time staff are employed. Three have Early Years qualifications. Four are undertaking training. The setting receives support from the local Early Years Development and Childcare Partnership (EYDCP) mentor teacher.

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

How effective is the nursery education?

Allsorts Pre-School and Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff are enthusiastic, well motivated and act as good role models. Their management of children and their behaviour is very good. Staff have a very good relationship with the children and ask good indirect questions to make them think. Their support for children with special educational needs is very good. Staff plan and provide a wide range of interesting, stimulating activities to cover all aspects of learning. However, children have limited opportunities to explore the local environment and develop their understanding about differing cultures and beliefs. Staff do not effectively monitor children's assessments to ensure progression.

Leadership and management are generally good. The playleader is very able and experienced. Staff and committee work well together as a team, showing great commitment to the group. They have a shared aim of further improving the quality of the care and education provided.

Partnership with parents and carers is generally good. The group enjoys a very good relationship with the parents, who are provided with regular, good quality information about the setting and its provision. Parents are encouraged to be involved with their child's learning within the group and at home, but do not have the opportunity to contribute to children's assessments.

What is being done well?

- Staff provide very good support for children attending the setting with special educational needs.
- Staff know the children well and have a very good relationship with them. They use good indirect questioning techniques to make children think. They act as good role models and use effective methods to encourage positive behaviour.
- Staff and committee work very well as a team. They have shared aims for further improving the quality of the provision. Staff enjoy a very good relationship with the parents. They encourage parents to become involved in their child's learning within the group and at home.
- Children are confident, articulate and have good social skills. They are enthusiastic, well motivated and concentrate well.
- Children enjoy exploring and sharing books with adults and peers spontaneously and as part of planned group activities.

- Children have a very good understanding of mathematical concepts. They say and use numbers confidently in familiar contexts.
- Staff regularly plan and provide a wide variety of meaningful activities for children to explore and enjoy media and materials.

What needs to be improved?

- staff's monitoring of children's assessment records, to ensure individual children's continued progression in all areas of learning
- staff's planning of regular opportunities for children to explore features of their local environment and develop their understanding of differing cultures and beliefs
- staff's provision of opportunities for parents to share what they know about their child, as an aid to ongoing assessment.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Following the last inspection the group was requested to consider providing more opportunities for children to become familiar with syllables and rhyming words, give more opportunities for children to explore how and why things work and improve children's listening skills by encouraging them to listen attentively to others during group activities.

Staff have now increased the range of technology resources available. They provide regular, planned opportunities for children to become familiar with syllables and rhyming words and for them to explore how things work. Staff have developed effective methods to promote children's listening skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, well motivated and eager to explore the range of stimulating activities provided. They concentrate well, persevere to complete tasks and are developing their independence and self esteem. Children have good social skills. They are considerate of others and are aware of the need to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy sharing books with adults and peers spontaneously, and as part of planned activities. They listen attentively, enthusiastically answering questions related to stories. Children have a good range of vocabulary and use language confidently when speaking to peers and adults. They are articulate and use language effectively to organise their experiences and ideas. They have varied opportunities to develop their writing skills through practical everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers confidently in familiar contexts. All 4 year olds and some 3 year olds are able to count to 12 and recognise numbers as labels up to 6. Children have a very good understanding of mathematical concepts. They confidently recognise shapes, match and sort objects into groups and use appropriate mathematical language to compare position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have regular planned and spontaneous opportunities to discuss past and present events in their lives. They confidently use information and communication technology to support their play. They enjoy designing and building, using a wide range of construction equipment and resources. Children have limited planned opportunities to explore the local environment or learn about a range of cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a wide range of equipment, tools and materials confidently, with increasing control and co-ordination. They move confidently and in safety within the setting and are learning the importance of good health and hygiene practices through the daily routine.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children regularly enjoy a wide variety of activities to explore colour, texture, shape, form and space. They have frequent opportunities to use their imagination in art, design, music and role play. Children have daily planned opportunities to respond to experiences and communicate their ideas to adults and peers.	
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

- improve staff's monitoring of children's assessment to ensure the individual progression of children in all areas of learning
- develop opportunities for parents to share what they know about their child, to aid ongoing assessment
- plan and provide opportunities for children to explore the features of the local environment and develop their knowledge and understanding of a range of differing cultures and beliefs.

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.