



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 309313

DfES Number: 581578

### INSPECTION DETAILS

Inspection Date 07/03/2005  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Garstang Pre-School Nursery  
Setting Address St Thomas CE Primary School  
Kepple Lane  
Garstang  
Preston  
PR3 1PB

### REGISTERED PROVIDER DETAILS

Name Garstang Pre-School 1029111

### ORGANISATION DETAILS

Name Garstang Pre-School  
Address St Thomas CE Primary School  
Kepple Lane  
Garstang  
Preston  
PR3 1PB

## 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

Garstang Pre-School operates in a self-contained unit within the grounds of St Thomas' Primary School. It is situated in a residential area of Garstang, which borders on to the canal. The unit comprises of a classroom, a cloakroom-cum-quiet area, a toilet area and a small kitchen. There is a secure outdoor play area that is currently shared with the school.

The setting is registered for 25 children aged 2-5 years, of whom no more than 12 shall be under 3 years. It is open from 9am - 3pm each day, Monday to Friday, term-time only and offers the facility of a school lunch or a packed lunch box.

There are 47 children on role with many of the 3 and 4 year olds being funded.

There are 7 staff members, 5 have appropriate early years qualifications, one is currently training and there is a parent helper.

At the time of the inspection there were thirty funded 3 year olds and four funded 4 year olds. There were no funded children on the register with special educational needs, or with English as an additional language.

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

### How effective is the nursery education?

The provision for nursery education at Garstang Pre-School is very good. Children make very good progress in all areas of learning towards their achievement of the early learning goals.

The quality of teaching is very good. Close liaison among staff ensures very good teamwork. Planning is very good. Teachers have a very good knowledge and understanding of the early learning goals. Consequently, they offer high challenge through interesting and exciting activities that are supported by a very good range of resources. Assessment procedures are very good. They are used effectively to monitor children's progress and to identify their next steps of learning. Relationships throughout the setting are very good and this leads to children's very good behaviour. A particularly strong feature of teaching is the way staff take all opportunities to develop children's speaking, listening and counting skills, across all areas of learning.

The manager and the management committee work very closely together in monitoring and planning the work of the setting. They are aware of strengths and areas for development and have a clear vision for the setting that includes its rebuilding. They share a very strong commitment to high standards, to the care and welfare of children and to the professional development of staff. Very good procedures, practices and policies are in place that direct the efficient day-to-day management. Good links have been forged with parents, the adjacent school, the LEA, and other agencies.

Partnership with parents is very good. Parents are very happy with the overall provision. They like the way their children look forward to attending each day and that they feel safe and secure with their teachers. The information parents receive about the setting and what children learn in activities is very good. Assessment information is readily forthcoming, although some parents expressed a wish to share this information with staff in a more formal situation.

### What is being done well?

- Very good use of assessment helps teachers' plan for children's next stage of learning, which in turn, leads to interesting and exciting activities that offer high levels of challenge.
- Teachers work particularly hard to ensure that children's very good speaking, listening and counting skills are effectively developed and extended across all areas of learning.
- Relationships are very good throughout the setting and this results in children's very good behaviour.

- The very effective leadership and management is committed to high standards, to children's care and welfare, and to the professional development of the staff.
- The setting has forged very good links with parents and carers, the LEA. the adjacent school and with other appropriate agencies.

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

- the opportunities for more able children to explore and become more familiar with solid shapes
- the opportunity for parents to have formal discussions with staff about their children's progress towards the early learning goals.

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

There were no key issues at the last inspection. However, the setting was left with three points for consideration. They were to consider improving resources for both multicultural education and children's development in scientific learning. In addition, The setting was also asked to consider developing, for parents, more detailed information about their children's attainment and progress.

Subsequently, a thorough action plan was devised, which has led to the successful implementation of the previous inspection's suggestions. They enable children's better access and use of resources in science and multicultural education, thus widening children's learning opportunities. Very good assessment procedures are in place. Parents state that any information they require about their children's progress is readily available and shared with them. However a few would now like individual, formal opportunities with staff when this takes place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

When children arrive, they demonstrate their independence by quickly making sensible choices of activities. At other times, they manage their own needs, dress themselves and choose their own time to take their snacks. Children's behaviour is very good. They share equipment well when engaged with farm animals in role play and willingly tidy up when asked. Children show very good collaboration when sitting quietly during group activities or when demonstrating good social skills at lunch.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show very good speaking and listening skills and use an extensive vocabulary. They answer questions well and share ideas with other children as they plan activities in the home corner. They very effectively identify and match rhyming words and practise matching initial letter sounds to words. Reading is always enjoyable. Children choose books, follow stories on the audio tape and especially during class stories. A third write their names but most practise mark making effectively.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate their very good counting skills with teachers but also in role play. They match numbers to objects and order numerals into chronological order. Children solve simple problems such as adding 5 and 7 and then make two groups of six. Their mathematical language is effectively used as they compare two sets, or to measure the length of fencing on the farm. All children have a good knowledge of flat shapes, but more able children are not familiar with solid shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a very good knowledge of farm machinery and the changing seasons. In experiments, they test objects to see which will make the biggest splash in water. They build very good models, such as railway tracks and machinery, and when necessary they change their design for improvement. Children show ICT skills are secure as they manipulate the mouse appropriately. In role play, in the travel agency, they recognise that many holiday places are different to their own home experiences.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show very good skills and control when running, jumping crawling and throwing. They make very good use of space both indoors and outside. Safety precautions are always adhered to, especially when manoeuvring large wheeled toys with good direction. Children are aware of health issues. They talk about fruit being healthy and recognise their hearts beat faster with exercise. Children are very adept during construction and when handling other tools such as cutters, rollers and markers.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children know and use a wide range of colours when painting favourite book characters and their teddies. They make very good choices of materials to produce imaginative collages. They also make well constructed 3-dimensional creations such as Chinese lanterns. Singing is tuneful and enthusiastic as is their playing of percussion instruments, when they make long, short, loud and quiet sounds. Role play is imaginative, whether in the home corner, the travel agency or when looking for Farmer Bob.

**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:*

- There are no key issues, but the setting may wish to consider the following points for consideration.
- provide opportunities for more able children to explore and become more familiar with solid shapes
- provide opportunities for parents to have formal discussions with staff about their children's progress 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.*