



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 151294

DfES Number: 517884

INSPECTION DETAILS

Inspection Date	09/07/2004
Inspector Name	Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Marsworth Pre-School
Setting Address	Marsworth Millennium Hall 3 Vicarage Road, Marsworth Tring Hertfordshire HP23 4LR

REGISTERED PROVIDER DETAILS

Name	The Committee of Marsworth Pre-School
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ORGANISATION DETAILS

Name	Marsworth Pre-School
Address	Marsworth Millennium Hall 3 Vicarage Road, Marsworth Tring Hertfordshire HP23 4LR

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

Marsworth Pre-school has been open since 1972; it is managed by a volunteer committee. The pre-school operates in the Millennium Village Hall in Marsworth. There is access to a small enclosed area for outdoor play. The pre-school serves the local community.

There are currently 27 children on roll. This includes 21 three-year-olds and 2 four-year-olds who are in receipt of funding for nursery education. No children currently attend who have special needs or who speak English as an additional language. Children attend from two and a half years.

The group opens four days a week, Monday, Wednesday, Thursday and Friday, term time only. Morning sessions are from 09:00 until 11:30; lunch time sessions from 11:30 until 12:30 and afternoon sessions from 12:30 until 15:00 each day. Children may stay all day or for a variety of sessions.

Five staff work with children. Over half of the staff have early years qualifications to level 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Local Authority.

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 Marsworth Pre-School is of high quality. Children are making very good progress towards the early learning goals. The children are confident and eager to learn; they are becoming independent and their behaviour is good. They are learning to care for others.

The quality of teaching is very good. The senior staff have a sound knowledge of the Foundation Stage which ensures provision of a good range of stimulating activities that promotes the children's learning. The plans are comprehensive and include how activities can be adapted for children's differing abilities. Individual children are given support as necessary; they are encouraged and praised. The staff know each individual child well. Assessments of their progress are ongoing and individual plans are made for each child to ensure their progress in all six areas of learning. The staff have all the procedures in place to support a child with special needs. Teaching methods are varied and effective. Resources are used imaginatively; children are able to self-select and make independent choices.

Leadership and management are very good. The management committee are supportive of the staff; they work closely together, each knowing their roles and responsibilities. The supervisor is in control on a day to day basis, she has sound knowledge and experience and works very closely with the rest of the team. Activities are not always evaluated fully. Training plans have been developed for all the staff.

Partnership with parents is very good and contributes to the children's learning. The written information given to parents is very clear. They are encouraged to exchange verbal information daily and to take an active part in the sessions. Parents discuss their child's progress formally three times a year with the staff and take part in the assessments made.

What is being done well?

- The staff team are dedicated to ensuring that the children have fun whilst learning. They work co-operatively and present activities confidently in a clear, well organised way. All the resources are close at hand, and clear directions are given so that children understand what they are intended to do. Staff interact very well with the children and are good role models.
- Children are eager to learn and are inquisitive and motivated. They become very involved in activities, such as investigating the hidden treasure in the pirate ship. They learn about the world around them and the local area. The children enjoy making stethoscopes and talking about hospitals.
- The children are confident to talk in front of the group in a self assured way. They are eager to answer questions and to join in discussions. At show and

tell time the children cannot wait to show their article from home and to explain what it is.

- Children and their parents are welcomed into the group and are made to feel that they belong to the group. The parent's opinions are valued and they are regularly consulted.

What needs to be improved?

- the evaluation of all activities, to ensure areas of learning are included in the learning objectives
- training, to continue with training plan to ensure all staff maintain best practice
- displays, so that more of the children's work can be displayed.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The group were asked to develop the long and medium planning and to keep parents informed, so that they were able to support their child's learning at home. They were also required to carry out assessments and evaluations. Thorough planning now takes place, which all the staff take part in and ensures that they are aware of the learning intentions of the activities. Parents are informed what the themes and activities will be so that they are able to support their children's learning at home. Evaluations and assessments are regularly made and individual plans are made for each child, which ensures their progress along the stepping stones.

Opportunities are provided for children to link sounds and letters and to promote writing letters correctly. Children are becoming very familiar with phonetics and several are able to recognise letters and practise writing them correctly using different media. All enjoy making marks. The book corner is used effectively. It is comfortable, well resourced and used widely by all.

The children use numerals widely throughout the sessions and enjoy being set simple problems and making calculations. The children use the computer competently and are learning about other cultures, beliefs and traditions.

The staff team are completely new since the last inspection. The senior staff are trained to level 3 and have good knowledge and experience. An action plan is in place for all other staff to complete relevant training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children separate from their carers confidently, they have made good relations with the staff and are eager to play with their friends. They are able to choose which activities they take part in and to move around freely. They are gaining independence. The adults give clear explanations about the activities and the children are eager to take part; they are curious and well motivated. They concentrate well and accomplish their tasks. The children behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently in front of the group, they are animated and eager to take their turn at show and tell. Children enjoy listening to stories. They look at books independently and handle them carefully. They are encouraged to make up their own stories. The children know several nursery rhymes and repeat them successfully. Most children recognise their own names and practise writing them in various media. They are becoming very familiar with phonetics.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count for a variety of purposes throughout the sessions, they are becoming familiar with numerals. Through first hand experiences they are gaining a knowledge of weight, capacity and volume, such as weighing and comparing pasta, buttons, counters and beads. The children enjoy solving problems and following simple instructions. They use mathematical language to describe position, shape, size and quantity. They are very competent at naming shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity about living things; they are encouraged to use their senses to explore. They select the resources to construct different objects and pictures. They are discovering how to use the computer independently, and investigate other types of technology. Children are gaining a sense of time and place, and find out how others help us, such as the doctor and the lollypop lady. They are becoming aware of other cultures, customs and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with good co-ordination, they practise these skills in warm up exercises and whilst dancing to music. Great fun is had with the parachute, where they also gain a sense of spatial awareness. Children are learning about their own bodies and the effect of exercise. The children have daily opportunities to practise their physical skills outside. There is an excellent variety of tools and media to promote hand eye co-ordination

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enthusiastically join in musical movement and enjoy pretending to be elephants and doing the actions to other songs. Imaginative role-play is well planned and resourced; the children initiate their own games, sometimes with support from the adults. The children are able to express themselves through an interesting range of materials and media. They explore textures; corn flour is popular and invokes many questions, discussions and new vocabulary.	

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 significant weaknesses to report, but consideration should be given to improving the following:
- the evaluation of all activities, to ensure areas of learning are included in the learning objectives.

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.