



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103078

DfES Number: 515682

INSPECTION DETAILS

Inspection Date 15/09/2003
Inspector Name Sarah Jane Wignall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Threemilestone Pre-School
Setting Address c/o Threemilestone Primary School
Threemilestone
Truro
Cornwall
TR3 6DH

REGISTERED PROVIDER DETAILS

Name The Committee of u/a

ORGANISATION DETAILS

Name u/a
Address u/a
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u/a

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

Threemilestone Pre-School opened in 1976. It operates from a an Elliot building in the grounds of Threemilestone primary school. This committee run pre-school serves the local area.

There are currently forty six children from two to five years on roll. This includes eighteen funded three year olds and no funded four year olds. Children attend for a variety of sessions. The setting is not currently supporting children with special needs, but it has done so in the past. All children who presently attend have English as their first language.

The group opens 5 days a week during school term times. Sessions are held in the morning and afternoon.

There are 8 part time staff who work with the children, of whom 6 have early years qualifications and 2 are currently on training programmes. The setting receives the support of a teacher from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-school Learning Alliance (PLA).

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

How effective is the nursery education?

Threemilestone preschool offers good quality nursery education where children enjoy learning through a range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a good understanding of how children learn. Sessions are well planned with a good balance between adult lead and child initiated activities. Children are very confident and well behaved and have good relationships with staff and each other. The organisation of some activities results in them being too lengthy and children becoming restless.

Children are very confident and independent in the setting. They play well together and are interested and involved in their learning. Children spoken language is developing well. They talk confidently to each other and to staff. They are learning to negotiate and take turns. The opportunities for children to recognise their name in everyday routines is not consistently applied. Children are beginning to recognise numerals and they are able to compare objects to identify the tallest and the shortest. Children do not have regular opportunities to learn about the principals of addition and subtraction.

Leadership and management are generally good. The manager undertakes regular assessments of activities to evaluate their effectiveness. Staff work well as a team and all are aware of their roles and responsibilities which has a positive impact on the smooth running of the sessions. Staff are well qualified and regular staff appraisals outline ongoing training needs.

The partnership with parents is very good. Parents are kept well informed about the group and activities that are to take place. They are encouraged to be involved with the setting and to share any information about their child with staff. They have opportunities for both formal and informal meetings with staff members to discuss progress.

What is being done well?

- Staff have a good understanding of how children learn. Sessions are well planned with a good balance between adult led and child initiated activities.
- Children are very confident and well behaved. They have good relationships with staff and each other.
- Children's spoken language is developing well. They talk with confidence to staff and each other. They are learning to negotiate and take turns.
- Staff work well as a team and are all aware of their roles and responsibilities which has a positive impact on the smooth running of the sessions.

- The partnership with parents is very good. Parents are kept well informed about the group and activities that take place. They are encouraged to be involved in the setting and share any information about their child with staff.

What needs to be improved?

- the opportunities for children to recognise their name, and the extension of this for the older and more able children;
- the opportunities for children to gain an understanding of addition and subtraction in everyday practical routines;
- the organisation of snack time to ensure children are actively engaged during this time.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. A very comprehensive special educational needs policy has been developed. Staff make regular observations of children's progress and monitor children who they have concerns about. They liaise well with parents and keep them well informed. Staff attend regular training to keep them up to date on the code of practice. Parents are encouraged to share their knowledge of their child and they complete the initial entry profile, with guidance from staff. They are kept well informed of topics and activities at the group and asked to share information about their child's achievements at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well. They are confident and independent in the setting. They have good relationships with staff and each other. They play well together, and are interested and involved in their learning. Children are gaining an understanding of their local and the wider community. They participate in local events and celebrate festivals within the curriculum.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they talk confidently to each other and to staff. They share experiences when they talk during circle time, and they are learning to negotiate. They enjoy books and stories individually and in small and large groups. They are learning the skills that will help them become confident writers. They do not always have the opportunities to recognise their name consistently reinforced.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to recognise numerals and to count. They enjoy counting during practical activities and during songs and stories which feature numbers. Children are able to compare objects and enjoy activities that look at the tallest and shortest child. They compare children with different coloured eyes. They learn about shape as they select materials for pictures, and construct with bricks. They do not have regular opportunities to learn about addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world, their local environment and the wider world through a range of interesting activities. Children talk about their senses and how we use them. They learn about ICT through regular use of computers and other programmable toys. Occasional visits from outside agencies help children learn about animals and their natural habitat.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and control. They show good spatial awareness as they negotiate obstacles both inside and out. They show good climbing skills, and are learning to move in a range of different ways. They handle a variety of tools such as scissors, glue spreaders and pencils with precision.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children engage in role play with enthusiasm and develop stories to include other children and toys in their imaginary games. They enjoy playing a range of musical instruments, and play along as they sing familiar songs. They experience a range of craft activities using different media such as paint, dough, junk modelling. They express themselves and use their imagination when drawing.

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

- Increase the opportunities for children to recognise their own name and extend this for the older and more able children.
- Use the full range of practical activities to develop and consolidate children's understanding of addition and subtraction.
- Ensure that snack time is well organised and children are actively engaged during this time.

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.