



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY217314

DfES Number: 582958

INSPECTION DETAILS

Inspection Date	18/11/2004
Inspector Name	Anne Legge

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Puffins at Beer Pre-School
Setting Address	Mare Lane Beer Nr Seaton Devon EX12 3NB

REGISTERED PROVIDER DETAILS

Name	Puffins at Beer Pre-School 1029913
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ORGANISATION DETAILS

Name	Puffins at Beer Pre-School
Address	Mare Lane Beer, Nr Seaton Devon EX12 3NB

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

Puffins at Beer Pre-School is situated in its own modern building, adjacent to Beer Church of England Primary School. Children use one main playroom, with toilet facilities adjoining, and outdoor hard and grassed areas. They also have access to the school hall and playground for some activities. The pre-school is committee-run and is registered to provide care for up to 26 children, aged 3 to 5 years during playgroup sessions, and for 26 children, aged 3 to 8 years at its after-school and breakfast clubs. There are currently 30 children on roll, 27 of whom are funded three-and four-year-olds. Children with special needs or with English as an additional language are welcomed and supported.

The pre-school is open from 09:00 to 15:30 on weekdays in term time, and children attend morning or afternoon sessions, or both, with some also attending the late and lunch clubs between 11:30 and 13:00. Breakfast club is from 08:00 until 09:00 and the after-school club from 15:30 to 18:00. There are six staff, three of whom have appropriate child care qualifications, and the other three are working towards them. Support is received from a foundation stage advisory teacher. There are close links with the school and children join the reception class for weekly music sessions.

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

How effective is the nursery education?

Puffins at Beer Pre-school provides good quality nursery education and children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, knowledge and understanding of the world and physical development.

Teaching is generally good, with some very good aspects. Staff have a good understanding of most of the curriculum and plan a variety of appropriate and interesting activities for children, balancing extensive free choice with some adult-led tasks. They use questions and discussion effectively to support learning and promote good progress. Planning covers most aspects of the six areas of learning. Staff observe children's achievements and monitor their progress, although this does not relate to all parts of the curriculum. They use assessments to plan the next steps in most areas of learning, and to inform parents about their child's progress. Staff manage children's behaviour effectively, using plenty of praise and encouragement, as well as clear routines and high expectations. There are good systems to monitor and support children with special needs.

Leadership and management are now very good. The pre-school leader and her deputy provide strong leadership to the committed staff team. The committee offers support and is active in monitoring the quality of provision. There are effective systems for staff appraisal and the identification of training needs. All staff and the committee are eager to address issues and improve provision.

Partnership with parents is generally good. Staff provide information about the curriculum and display all plans, so that parents know about topics and activities. Key workers have informal discussions with parents and there are good systems for regularly informing parents about their child's progress, through reports and parents' evenings. Parents do not yet contribute to children's records or targets.

What is being done well?

- Staff are reflective in their practice and committed to improving the quality of nursery education provided. They work effectively as a team and are making good progress in addressing issues which they or others have identified.
- There are very good systems for regularly informing parents about their child's progress, through the use of written reports and parents' evenings.
- Children develop very good independence skills. They confidently set up and clear away resources, manage their personal care and make choices about what to do and how to organise their play.
- Children use a wide variety of building and construction equipment. They experiment with designs, and make buildings, roads and mazes, solving problems and creating complex structures.

- Staff plan a very good variety of activities to promote the development of good hand-eye co-ordination. Children use spatulas, hammers and nails, pens, scissors and many different tools, with good control.

What needs to be improved?

- planning systems, to ensure that the whole curriculum is covered in each planning cycle
- systems for recording assessments of children's achievements, so that their progress towards each of the early learning goals is clearly monitored, and the use of this information to plan appropriate challenges in all areas of learning.
- the use of daily routines and activities to develop children's understanding of number patterns and letter sounds.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing the issues raised at the last inspection. At that inspection, the pre-school was asked to review assessment systems, to ensure that children's progress is clearly monitored and the information used to inform parents and guide planning. They were also asked to develop the use of writing in imaginary play.

Children now have access to a good range of writing materials and they experiment with different forms of writing in their role play.

Observation and assessment systems are being developed, and staff monitor children's progress in most areas of learning, but staff are not yet effective in tracking progress towards each of the early learning goals. This leads to gaps in planning appropriate challenges, especially in mathematics and literacy, and to incomplete information for parents about their child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident. They enjoy their play and are keen to try out all activities. They concentrate very well at chosen and adult-led tasks. They form good relationships with each other and with adults, and learn to share toys and resources, and to take turns. They become very independent in managing their personal care, such as dressing, and in making choices and organising their play. They behave well, responding to the staff's positive and skilful management of their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently in large and small groups. They use language well to explain what they are doing, such as when rolling dough. They enjoy story times and develop a love of books, choosing to share books and discuss stories. They begin to learn about letter sounds, but do not regularly explore them in daily activities. They make marks and begin to write their names. They develop an understanding of the varied uses of writing through writing letters and bills in role play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children recite numbers in a wide range of daily routines and activities, such as counting children present. They match numbers to groups of objects and begin to recognise numerals. They sort and match objects and use mathematical language in their play, such as when comparing weights in cooking. They recognise and name two-dimensional shapes and discuss features of shapes. They do not use practical activities to compare groups or develop their understanding of number patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children design and make, using a good range of construction equipment. They experiment and solve problems in their designs. They use their senses to explore materials, such as dough and rice, gloop and beans. They investigate changes, in cooking activities. They develop a sense of time and place through discussions about events in their lives and contacts with the local community. They learn about different cultures through celebrating festivals and comparing foods.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop very good hand control in their use of small equipment, such as pens, scissors and hammers. They use large equipment, such as tricycles and scooters with increasing co-ordination and enjoy large physical challenges on the climbing and balancing apparatus in the school hall. They move with confidence, running, jumping, skipping and balancing with growing skill. They use spaces well and learn about their physical needs, by discussing germs and hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy a wide range of sensory experiences and have daily access to painting, drawing and chalk boards. They develop lively imaginations in their role play, making up stories and re-enacting experiences, with good support from staff. They sing familiar songs and use musical instruments to explore rhythm and sounds. They take part in a range of art and craft activities, but these are sometimes over-directed by adults and do not encourage children to create freely.</p>	

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

- continue to develop planning systems, to ensure that the whole curriculum is covered in each planning cycle
- continue to develop systems for recording assessments of children's achievements, so that their progress towards each of the early learning goals is clearly monitored. Use this information to plan appropriate challenges in all areas of learning
- review the use of daily routines and activities to develop children's understanding of number patterns and letter sounds.

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.