



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 106273

DfES Number: 511520

INSPECTION DETAILS

Inspection Date 18/06/2003
Inspector Name Jane Rea

SETTING DETAILS

Setting Name Tresillian Early Years
Setting Address Kingsbridge Community College, 112 Fore Street
Kingsbridge
Devon
TQ7 1AW

REGISTERED PROVIDER DETAILS

Name Tresillian Early Years

ORGANISATION DETAILS

Name
Address

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
Tresilian Childcare Centre was first established 24 years ago. The provision is situated at the rear of the ground floor in the community building of Kingsbridge Community College, in the centre of the town. The premises consist of a large pre-school room, nursery rooms and toilet facilities. There are extensive outside play areas. The nursery is owned and administered by Devon County Council. Care is provided for up to 29 children at any one time aged from four months to five years old. Children come from the town and the surrounding rural areas. There are currently 50 children on roll of whom 33 are three- and four-year-olds who receive funding for their nursery education. The centre is supporting three funded children who have identified special educational needs. All of the children speak English as their first language. The nursery is open from 08.30 to 17.30 for 49 weeks each year. Within this pre-school sessions for three- to five-year-olds operate from 09.30 to 12.00 and to 13.00 to 15.30 during term time. A total of nine members of staff work in the centre of whom seven work with the funded children. Six of these are qualified to NVQ 3 level or above. The centre provides regular work placements for childcare students at the community college. The staff receive support from the Devon Early Years Development and Childcare Partnership through cluster group meetings and visits from the Link Teacher.

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

How effective is the nursery education?

Tressilian Child Care Centre is providing nursery education which is of good quality overall. Children are making very good progress towards the early learning goals for personal, social and emotional development. Their progress in the other five areas of learning is generally good. The quality of teaching is generally good. Staff make good use of resources and the excellent outdoor facilities to promote learning, particularly in knowledge and understanding of the world and physical development. Activities are well-planned and children have an interesting range from which to choose. However, there is no system in place to ensure that all aspects of the early learning goals receive sufficient emphasis over a period, leading to some activities not being offered regularly; for example, in knowledge and understanding of the world, physical and creative development. Staff use suitable methods and there is an appropriate balance between adult-directed and child-initiated activities. This means that children have good opportunities to work with and without an adult, in groups of different size. Staff have high expectations for behaviour which is managed well. Assessments of children's progress are not used to identify the next steps in learning for individual children and this means that some children are not appropriately challenged or supported, particularly in mathematics. The centre is generally well led and managed. The manager has a clear vision for the centre. Appropriate procedures are in place to monitor the staff and encourage staff development. There are significant weaknesses in the partnership with parents. Parents are aware of themes and activities and are given sufficient opportunities to be involved with their children's learning. However, there is not enough emphasis on staff and parents sharing their knowledge of children's achievements at pre-school and at home.

What is being done well?

Children's progress in personal, social and emotional development is very good. They are confident, developing good independence skills and they work together well in small and large groups. There is a good emphasis on the use of books for stories and for information. The good range of resources is used well to provide an interesting range of activities. Particularly good use is made of the excellent garden facilities and the surrounding amenities in the town. Staff manage the sessions well and there is a good balance between child-initiated activities and those directed by the staff.

What needs to be improved?

planning to ensure that all areas of the educational programme receive sufficient emphasis over a period; the use of assessments of what children can do to plan the next steps in their learning; the partnership with parents so that parents are well informed about their children's progress and staff are aware of children's

achievements at home.

What has improved since the last inspection?

Improvement since the last inspection has been limited. Key issues identified at the last inspection related to planning to ensure coverage of the early learning goals, and the involvement of parents in assessment. Plans and assessments now clearly relate to the early learning goals. However, these areas remain for improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are making very good progress in personal, social and emotional development. Children come into the pre-school confidently and relate well to the staff. They work well independently at activities they have chosen, and in groups with and without the support of an adult. Their personal independence skills are developing well. They competently pour their own water from a jug and attend to their own hygiene needs. Their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children's progress in communication, language and literacy is generally good. Children know how to use books and that they are sources of information as well as stories. They enjoy listening to stories in large and small groups. Puzzles and games are used well to encourage children to recognise words. Children are confident speakers and are introduced to new vocabulary regularly through the pre-school's themes. Letter activities are not always matched to children's understanding.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's progress in mathematics is generally good. Maths is integrated well into planned activities and routines; for example, cooking and snack time. Children are familiar with numbers and count accurately. They are familiar with a good range of number songs and rhymes counting up and down. Planned mathematical activities are not planned to extend the more able, or simplified for the less able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in knowledge and understanding of the world. Children have very good opportunities to learn about their local environment and to explore changes; for example, as tadpoles become frogs. Weaknesses in planning mean that children have insufficient opportunities to use technology to support their learning, to use a range of materials for construction and to develop an understanding of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in physical development. Children move confidently indoors and out showing good co-ordination and control as they move to action songs. Their small muscle skills are developing well. They hold pencils correctly and are competent with glue sticks. There are not enough planned activities to increase their physical skills when using equipment such as balls.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
Children are making generally good progress in creative development. They have sufficient opportunities to explore colour, and texture and to use their senses as they paint, draw and model with dough. There is not enough emphasis on the planned use of music to explore sounds and rhythm.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
develop planning to ensure that all areas of learning receive sufficient emphasis over a period, particularly in knowledge and understanding of the world, physical and creative development; develop the system of assessment and use knowledge of what children can do to plan the next steps in learning for individual children, particularly in mathematics; involve parents in the assessment of children's progress. Keep them informed of children's development at pre-school and seek information about what children have achieved at home.