



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143117

DfES Number: 514749

### INSPECTION DETAILS

Inspection Date 10/03/2003  
Inspector Name Brenda Joan Flewitt

### SETTING DETAILS

Setting Name St Mary's Pre-School  
Setting Address Church Rooms  
Yeovil  
Somerset  
BA22 8LJ

### REGISTERED PROVIDER DETAILS

Name Mrs Sue Bennett

### 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
St Mary's Pre-School has been in operation for over eight years. It is a committee run group situated in a church hall in the centre of the village of Ilchester. The pre-school operates from the ground and first floor of the listed building and also has use of the secure playground to the rear of the premises. The facility serves the local community and is also used by some children from RAF Yeovilton which is nearby. The group is registered to provide 26 places for children aged between two and five years old, and accepts children from the age of two and a half years. there are currently 30 children on roll. This includes 10 funded three year olds, and 13 funded four year olds. None of the children who attend have special educational needs or whose first language is not English. The pre-school opens five days a week during school term times. Sessions run from 09.15 to 11.45 and 12.45 to 15.45 Monday to Thursday, and 09.15 to 11.45 on Fridays. Tuesday and Thursday afternoon sessions are particularly structured for the children due to start school. Six members of staff work with the children. Three have level three Early Years qualifications. The pre-school has links with the local school, to which most children go on to attend. The setting receives support from the Early Years Partnership.

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

### **How effective is the nursery education?**

St Mary's Pre-School offers good quality provision which helps children make generally good progress towards the early learning goals. Children are confident, and forming good relationships with staff and each other. Teaching is generally good. Staff engage in purposeful conversation to extend children's vocabulary and recall of events. They provide good role models, and children respond well to praise and encouragement. A wide range of equipment and resources are provided to support children's learning. However planning does not show how activities relate to areas of learning or the learning intentions, and opportunities are missed to extend learning in everyday activities, particularly in calculation, and linking sounds and letters. Leadership and Management is generally good. All staff have a clear understanding of their roles and responsibilities and work efficiently together as a team. They are well supported by the manager and parent committee regarding their personal development and training needs. Excellent liaison has been established with the village school. Children visit the reception class twice during the summer term and reception teachers visit the group. Activities are organised at the school e.g. swimming in the summer term. The supervisor returns to the school to visit the new children at the end of their first half of term. Partnership with parents and carers is very good. Parents are kept well informed about their child's progress through discussion with staff who are available at any time, and through annual parent's evenings. Staff discuss any relevant concerns or achievements noted through observations with parents at the end of the session. On application parents share information regarding their child's progress with the group both generally and linked to the six areas of learning. This information is discussed with the supervisor before the child starts and good communication is encouraged between parents and staff.

### **What is being done well?**

/ Children are confident and interested in taking part in new activities. They are forming very good relationships with staff and each other, taking turns and working in groups. / Children enjoy a range of activities and experiences to explore the world about them. They use a variety of materials and objects to explore using their senses. Children are learning a sense of time and place, and are given opportunities to explore their own environment. / Children move around with confidence, showing an awareness of space and others. They competently use a wide range of large and small equipment, developing gross and fine motor skills. / Staff provide a range of materials and media for children to explore. Children are learning to recognise and name colours. They use their imagination well in art and design. / Parents are kept well informed about their child's progress through discussion with staff who are available at any time, and through annual parent's evenings.

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

/ Planning and evaluation of activities / Opportunities for children to calculate, and consolidate learning of number through practical activities / Opportunities to regularly link sounds and letters
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<b>What has improved since the last inspection?</b>
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The action taken in relation to the points for consideration from the last inspection have been effective. Children are learning about other cultures, as well as their own through planned topics, particularly festivals such as Chinese New Year and Diwali. Staff provide support for learning through books, pictures, and experiences such as tasting food and using chopsticks.
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## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. They are confident and interested in taking part in activities provided. They are willing to speak in a group situation and hold conversations with visitors to the group. Children are forming very good relationships with staff and each other, taking turns and working in groups.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children are making generally good progress. Their language for communication is developing well. They are confident in conversation, and negotiation. Staff extend vocabulary through purposeful conversation. Children are learning to write their own names. Many children can trace, or write their own name independently. However, children do not have the opportunity to regularly link sounds and letters.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress. Many children show confidence in counting reliably up to eight. Children are developing a good awareness of shape and pattern through various practical activities including a range of construction resources, and craft activities. There is a lack of opportunity for all children to calculate, and consolidate understanding of written number, with practical activities.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children are making very good progress. They enjoy a range of activities and experiences to explore the world about them, in topics like Bugs and Chinese New Year. Staff regularly provide a variety of materials and objects for children to explore using their senses. Children are learning a sense of time and place, they talk about families and events in their lives, and are given opportunities to explore their own environment, including trips out.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. They move around with confidence, showing an awareness of space and others, both inside and out. Staff provide opportunities for children to use a wide range of large and small equipment, developing skills with control and co-ordination, including pedalled vehicles and climbing equipment.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress. They enjoy exploring a range of materials	

and media, and are learning to recognise and name colours. Children use their imagination in art and design in a variety of activities including painting, craft, and modelling.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Develop a planning and evaluation system to clearly link activities to areas of learning and what the children are to learn. Provide opportunities for children to calculate, and consolidate learning of written number, through practical, every day activities. Increase opportunities for children to regularly link sounds and letters.