



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133696

DfES Number: 520037

### INSPECTION DETAILS

Inspection Date	07/10/2004
Inspector Name	Glenda Pownall

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kidmore End Pre-School
Setting Address	Parish Rooms Wood Lane, Kidmore End Reading Berkshire RG4 9BB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Kidmore End Pre-School 1046030
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### ORGANISATION DETAILS

Name	Kidmore End Pre-School
Address	Kidmore End Pre-School, Parish Rooms Wood Lane, Kidmore End Reading Berkshire RG4 9BB

## 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

Kidmore End Pre-School opened in 1983. It operates from the Parish Room in the rural village of Kidmore End. The pre-school serves the local area.

A maximum of 14 children may attend at any one time. There are currently 25 children from 2 to 5 years on roll. This includes 11 three-year-olds who are in receipt of nursery education funding. Children are usually aged two years nine months before attending the pre-school. Children attend for a variety of sessions. The setting currently supports children with special needs.

Sessions vary from term to term. Currently the group opens four days a week during school term times. Sessions are from 09.15 until 12.00 Monday to Thursday. A lunch club operates from 12.15 until 13.15 Tuesday to Thursday with afternoon sessions from 12.15 until 14.45 on these days. This provides wrap around care for children attending the early years unit at Kidmore End Church of England School.

There are five part time staff working with the children. Over half the staff have early years qualifications to level 2 or 3. No staff members are currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

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

### How effective is the nursery education?

Kidmore End Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development is excellent.

Teaching is generally good. Staff have a secure knowledge of the early learning goals. Activities are well resourced and supported by staff. Activities cover all areas of learning although children have few chances to develop knowledge of technology and different cultures. Staff do not always record or use observations of children's learning in order to plan children's next steps in learning. Staff form very good relationships with the children. The children behave very well. There is an effective system in place to provide support for children with special educational needs.

Leadership and management are generally good. Staff work very well together as a team. There is a good range of resources covering all areas of learning. The monitoring of the education programme occurs through the pre-school leader working in the group and holding meetings with staff. This does not ensure sufficient challenge for all children in some aspects of literacy and physical development. Planning does not adequately cover all aspects of learning. The committee is well organised to support the pre-school leader providing funds for staff training and new resources. Through the annual appraisal system staff are encouraged to identify training to extend their knowledge of early years education.

Partnership with parents is very good. Parents are involved in their child's learning through a two-way daily exchange of information with staff and regularly helping during sessions. Parents receive a written report of their child's progress towards the early learning goals as the child leaves the setting.

### What is being done well?

- Personal, social and emotional development is excellent. Staff act as good role models to children. They are calm, patient, offer lots of praise and encouragement and include children in decision-making. They form very good relationships with the children. The children behave very well.
- Children's creative skills are promoted very effectively through many opportunities to freely express their ideas and use their imaginations.
- Staff make good use of the daily routine to reinforce and extend children's understanding of counting and calculation.
- Staff use open-ended questions that encourage children to think for themselves.

**What needs to be improved?**

- planning and evaluation to ensure activities provide sufficient challenge for all children, particularly in literacy and physical development
- the assessment system to be consistently maintained to record children's progress towards the early learning goals and identify their targeted next steps in learning
- the opportunities children have to develop knowledge and understanding of information and communication technology and other cultures that are different to their own.

**What has improved since the last inspection?**

The improvement since the last inspection has been limited. The planning and assessment systems are not effectively maintained to record children's achievements and plan for their next steps of development. Opportunities are missed to provide sufficient challenge for all children. This is carried forward as a key issue in this report.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy a wide range of interesting activities. They are keen to learn and settle straight into activities. Staff involve children in decision-making. They ask children which resources they would like out and change activities to follow children's interests. Staff management of children and their behaviour is very good. Praise and encouragement is offered throughout the session. Children form very good relationships with each other and staff. They behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are secure in their language skills. They talk freely in group situations. They develop an awareness of letters and the sounds they make through daily activities, for example, identifying the initial sound of their name. Children access a good variety of activities to practise writing. Activities are not extended and opportunities are missed to encourage them to attempt to write their names. Children enjoy listening to stories and using books. They 'read' to themselves and their peers.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are provided with many good opportunities to practise mathematical concepts. Some children count reliably to 10 and beyond and recognise numerals 1 to 9. They develop an understanding of simple calculation through activities connected to the daily routine. For example, counting and then adding together the number of girls and boys present. Staff reinforce and extend children's understanding of positional language through fun activities such as singing action songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A broad range of topics enables children to find out about the world around them. Learning is enhanced by first hand experiences such as seeing lambs being born. Staff ask open-ended questions to make children think. A good variety of resources allows children to construct using their own designs. Children have few chances to find out about technology. Children celebrate their own festivals and traditions. They have few opportunities to find out about cultures that are different to their own.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Staff take every opportunity to provide outside play, including walks in the rain and trips to the park. They do not plan activities in order to extend children's physical skills. Children have good spatial awareness, moving with control to avoid objects. Children develop awareness of good personal hygiene through daily routines and discussions on good practice. They develop control and dexterity whilst using a range of small tools including pencils, paintbrushes and knives.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children access a wide range of media and materials including sand, play dough, paint, flour and pasta. They respond positively to the opportunity to freely express their ideas and use their imaginations. For example, climbing in large boxes and piloting planes and making fire out of play dough. Children take on roles and develop stories during role-play and with small world toys. They enthusiastically sing songs and rhymes from memory. Staff encourage spontaneous singing throughout the session.

**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**

- devise a planning and evaluation scheme to identify how activities will provide sufficient challenge for all children, particularly in literacy and physical development
- maintain the assessment system to record children's progress towards the early learning goals and identify their targeted next steps in learning.

*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.*