



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY270968

DfES Number: 513724

### INSPECTION DETAILS

Inspection Date 20/11/2003  
Inspector Name Janette Elaina Langford

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St.Teresa's Pre-School  
Setting Address Parish Centre  
109 Ashingdon Road  
Rochford  
Essex  
SS4 1RF

### REGISTERED PROVIDER DETAILS

Name The Committee of St.Teresa's Pre-School

### ORGANISATION DETAILS

Name St.Teresa's Pre-School  
Address 109 Ashingdon Road  
Rochford  
Essex  
SS4 1RF

## 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 Theresa's Pre-school opened in 1979. It operates from one room in a St Theresa's Parish Centre located in behind St Theresa's Catholic School in Rochford. The pre-school serves the local area.

There are currently 21 children from two to five years on roll. This includes eight funded three year olds and six funded four year olds. Children attend for a variety of sessions. There no children currently attending who have special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:10 until 12:00

Five part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP)

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

### How effective is the nursery education?

The provision for nursery education at St Theresa's Pre-school is good. It enables children to make very good progress towards the early learning goals in most areas of development and generally good progress in mathematical development.

Teaching is very good. Staff understand how children learn and use most opportunities to encourage them to progress towards the early learning goals. Planning relates to the stepping stones, reflects practice and challenges more able children. Effective systems for assessment are being developed and implemented and these are linked to the planning. Staff encourage good behaviour and children behave very well. Staff have are committed to supporting children with special needs and there are systems in place ready to implement when necessary.

The setting is led and managed very well. The supervisor is enthusiastic, motivates staff and is committed to the improvement of care and education for all children. The supervisor seeks information and advice from the Pre-school Learning Alliance and the Early Years Development Partnership and the attached school. She encourages training and shares information with staff through formal and informal staff meetings.

The relationship between staff and parents is excellent. Parents are kept well informed of their child's progress and have regular opportunities to see their child's records. A daily written record of what the child has done during the session is passed to the parent and the parent is encouraged to share what they know about their child.

### What is being done well?

- Children are developing their independence. Many can put on their own coats and shoes. They choose when to drink from their water bottles, take themselves to the toilet and observe hygiene rules. Children make attempts to fasten clasps on clothing such as buckles and zips before asking for help.
- Children show an awareness of rhyming words and can continue in a rhyming string. They can fill in the missing words of a story rhyme and enjoy make up their own rhyming words such as leaf and thief, duck and muck, chair and bear.
- Frequent well planned opportunities exist for children to learn about information and communication technology. Children are adept at using a computer mouse to complete a simple programme and have access to equipment such as binoculars, telephones, a working camera and calculator.
- Staff understand how children learn and encourage their development in all areas through the provision of exciting and stimulating activities. They are always available to support children in their play and learning but know when to stand back and explore and investigate activities by themselves.

**What needs to be improved?**

- the frequency of planned and incidental opportunities for children to learn about shape space and measure

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

The setting has made very good progress since the last inspection. A consistent format has been developed for daily planning which links to the six areas of learning and the stepping stones. It includes how staff are deployed, how children are grouped and takes account of different levels of ability. An assessment system has been implemented and shows children's progress and attainment. The records are used in planning. Planned activities for children to develop a sound knowledge and understanding of the world are now incorporated into the daily routines. There are many opportunities for children to investigate and explore man made objects. All staff are aware of the Code of Practice for Special Educational needs. The supervisor has undertaken a full Special Needs course and is developing the role of the S.E.N.C.O. Two other staff have undertaken shorter courses.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, eager to learn and enjoy trying new things. They show independence in selecting activities and value and contribute to their own well being. They link with others and manage appropriate tasks such as helping out at snack time. Children make connections between different parts of their lives and talk about their families and friends. Behaviour is very good and children show care and concern and help one another

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have frequent opportunities for mark making and practicing letters. More able children are beginning to write for a purpose e.g. writing their names on their work. They enjoy books, understand that print carries meaning, handle books well and can follow a story - joining in when appropriate. Children chat to one another and pick up and expand on each other's ideas. They have increasing vocabulary and can voice their needs and feelings both in one to one situations and in a group.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a good understanding of numbers as labels and for counting. Most children can count to nine. More able children can count beyond ten and can recognise some numerals. There are frequent opportunities for doing simple calculation e.g. how many more plates are needed? Although there are some incidental activities provided, there are few planned activities and some missed opportunities to develop the children's learning in relation to shape, space and measure.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good exploration and investigation skills and talk about what they see and what is happening. There are frequent opportunities for using information and communication technology and children are very competent with simple computer programmes. Children are developing a sense of time and how they fit into the community. They have planned opportunities to learn about, compare and contrast cultures and beliefs and experience different foods, stories and festivals.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Daily opportunities are provided for children to use their bodies in movement. There are activities to develop balancing, climbing and jumping and children can stop at a given time. They negotiate obstacles in the available space both inside and outside. Children can move their bodies to create intended movements in ring games and action rhymes. They have good hand-eye co-ordination in threading and cutting and have daily activities and equipment to help them practice these skills every day.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Planned and undirected activities are provided for children to explore media and materials everyday. The craft table is always set out for collage, drawing and cutting and the painting easel is always available. Children are able to express their own ideas in art and craft and these are displayed. Children enjoy singing, dancing and using musical instruments and are aware of rhythm. They have lively imaginations and use the available props in their role play.

**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**

- Plan more frequent opportunities and seize incidental opportunities for children to learn about shape space and measure

*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.*