



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400362

DfES Number: 514904

INSPECTION DETAILS

Inspection Date 16/02/2004
Inspector Name Jean Evans

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West Cliff Pre School Group
Setting Address Church Square
Whitby
North Yorkshire
YO21 3EG

REGISTERED PROVIDER DETAILS

Name The partnership of Linda Dossor and Jane Hartley

ORGANISATION DETAILS

Name Linda Dossor and Jane Hartley
Address Church Square
Whitby
North Yorkshire
YO21 3EG

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

West Cliff Pre-School Group operates in a classroom within the West Cliff Primary School building in the centre of the seaside town of Whitby. It is a private concern managed by joint owners, Mrs Dosser and Mrs Hartley. There is high emphasis on learning through play. The group has a positive relationship with the school and is able to make use of facilities such as the outdoor playing areas and hall, as well as sometimes observing school activities. The group is a member of the North Yorkshire Early Years and Childcare Partnership and staff work closely with the school reception class teacher to ensure continuity for the children. At present there are 17 three-year-olds and 11 four-year-olds in receipt of funding. The group makes appropriate provision for those attending with special educational needs. There are no children for whom English is an additional language, although there are procedures in place to ensure that such children would be well-supported. Four members of staff work with the children and all have an appropriate qualification. A fifth member of staff supports the group on a voluntary basis and is working towards such an early years qualification. Opening hours are from 9:00 am to 12:00 each morning during school term times.

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

How effective is the nursery education?

The provision at West Cliff Pre-school Group is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning. There are excellent opportunities to develop reading and writing skills and to express imaginary ideas through role-play.

The quality of teaching is very good. Staff have a thorough knowledge of the early learning goals and stepping stones, and plan exciting activities to ensure that all children, including those with special educational needs, are motivated to learn. Staff foster good relationships, and this is reflected in the happy, friendly atmosphere and the sensitivity of the children. They manage the children effectively and have high expectations for behaviour, ensuring that children develop responsible attitudes and an awareness of right and wrong. The staff are currently working closely with the reception class teacher to create a planning and assessment system that will ensure continuity for children throughout the Foundation Stage.

The leadership and management of the pre-school group is very good. The joint owners share their clear visions with staff and parents and ensure that there is a strong focus on learning through play. There is a well-established staff team, with members working happily and closely together. The pre-school provision is monitored and evaluated effectively, and any points for development are identified and addressed appropriately. The staff team share a strong commitment to improving the care and education of the children.

The pre-school group has established a very good partnership with parents. They are given detailed information about the Foundation Stage curriculum and how their children learn through play. There are effective opportunities for parents to find out about their children's achievements and progress, and to share in their assessment.

What is being done well?

- The leadership of the group, and the close team work, ensures that clear aims, and strong emphasis on learning through play, are promoted effectively.
- Children are making very good progress in all six areas of learning through well-planned activities and access to a range of appropriate resources.
- There is excellent emphasis on the development of reading and writing skills, and the expression of imaginary ideas through role-play.
- The behaviour of the children is very good. They are sensitive, confident and able to form relationships.
- There is a strong partnership with parents, and with the school reception class, leading to smooth transition between home, pre-school and school.

What needs to be improved?

- The policy for special educational needs to ensure that all staff and parents are made aware of the Special Educational Needs Code of Practice (2001) and its content.
- The planning and assessment systems to link with those of the reception class.

What has improved since the last inspection?

Overall, generally good progress has been made with points for action since the last inspection. Excellent progress has been made with developing opportunities for children to increase their writing skills and this is now a strength of the setting. Very good progress has been made with planning. Plans now indicate what children will learn from the activities and how they will be grouped. Staff are currently working closely with the reception class teacher to develop a planning and assessment system that will enable children to progress smoothly through the Foundation Stage as they move from pre-school to school. This will be carried forward as a point for consideration following this inspection. Staff are now aware of the Special Educational Needs Code of Practice (2001) and have attended extensive courses. However, they still need to articulate this awareness in their policy for special educational needs to ensure that all staff and parents continue to be aware of the content of this document. This will also be carried forward as a point for consideration following this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very motivated and eager to learn, excited by stimulating experiences such as a visit from a police officer. They are forming close relationships with both children and adults and show sensitivity towards the needs of others. They are happy, confident and out-going, with high self-esteem. The children's behaviour is very good, with four-year-olds learning the difference between right from wrong, and three-year-olds beginning to be aware of the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There is excellent emphasis on the development of reading & writing skills. Children are beginning to say and write the sounds they hear in spoken words, and four-year-olds are aware of the relationships between sounds and letters. The children are developing a love of books and stories. They use books effectively to locate information and are aware that print carries meaning. They enjoy using writing for a purpose. Most four-year-olds are able to write their names and form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children say and use number names during play, for example, as they enjoy dice games and count plastic bears. They count confidently and recognise numbers to ten. They are developing an understanding of addition and subtraction through free play and planned activities. Four-year-olds are beginning to associate addition with combining two groups of objects. The children solve simple mathematical problems during play, for example, as they decide how many objects they can fit in a sieve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are discovering more about the seaside town they live in through a well-planned selection of visits and visitors. An interesting topic on 'uniforms' introduced them to the occupations of many local people. They are becoming aware of everyday technology, and use information technology well to support their learning. They take their own photographs and operate their computer with increasing skill. They enjoy designing and constructing large models with a range of tools and objects.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children handle tools, construction and malleable materials safely and with obvious enjoyment. They move confidently and imaginatively with good awareness of one another and the space around them as they take part in activities in the school playground and as they dance freely to music indoors. The children move with increasing control and co-ordination as they negotiate their climbing frame and demonstrate growing skills in handling small equipment such as bats, balls and hoops.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children eagerly express their imaginative ideas through art and design, music and stories. Opportunities to take part in role-play are excellent, linked clearly to the current topic and effectively organised to extend children's learning. The children were highly stimulated by 'Mrs Lather's Laundry' role-play and extended the theme to include their own ideas. They explore colour, texture, shape, form and space in two and three dimensions, expressing their ideas with growing confidence.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Develop the policy for special educational needs to include reference to the Special Educational Needs Code of Practice (2001) so that all staff and parents are aware of this document and its content.
- Continue with the current development of the planning and assessment systems to link with those of the reception class to ensure continuity throughout the Foundation Stage.

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.