



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127657

DfES Number: 583842

### INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Vanessa Wood

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sundridge Pre-School
Setting Address	Sundridge Primary School Church Road, Sundridge Sevenoaks Kent TN14 6EA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Sundridge Pre-School
------	---------------------------------------

### ORGANISATION DETAILS

Name	Sundridge Pre-School
Address	Sundridge Primary School Church Road, Sundridge Sevenoaks Kent TN14 6EA

## 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

Sundridge Pre School opened in 1981. It operates from a classroom in the grounds of Sundridge and Brasted Primary School. The pre school serves the local area.

There are currently 16 children from two to five years on roll. This includes three funded three year olds and six funded four year olds. Children attend for a variety of sessions. No children have special needs and no children attend who have English as an additional language.

The pre school opens for five days a week during school term times. Sessions are from 09:00 to 11:45.

One full time and two part time members of staff work with the children. One has an early years qualification and one is currently on a training programme. The pre school receives support from a teacher from the Early Years Development and Child Care Partnership.

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

### How effective is the nursery education?

Sundridge Pre School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good overall. Staff have a knowledge of the curriculum for the foundation stage, but not all staff have received training. Staff are well motivated and they work well as a team. They have begun to observe and make notes of children's learning and are aware that these observations need to be used to inform future planning. A variety of age appropriate practical activities are planned to support children's learning in each of the early learning goals. Resources are good, some reflect different cultures and they are well maintained and displayed to encourage children to make choices. Free play activities are presented in an enthusiastic and lively manner, but not enough attention is given to providing children with the opportunity to write meaningfully during everyday play. Staff are good role models and help children build warm, trusting relationships with peers and adults.

The leadership and management is generally good. Staff are aware of their strengths and weaknesses and they are committed to improving practices and staff development. A system for staff appraisals and evaluating teaching is to be put in place. Staff are supported by the management committee.

The partnership with parents is generally good. Parents are greeted warmly and talk with staff about their children. Parents are well informed about the setting and the group's activities through regular newsletters.

### What is being done well?

- Staff give effective support to children's personal, social and emotional development and children behave well.
- Staff promote good communication skills and children are confident speakers.
- A good range of stimulating and exciting activities are provided that offer the potential for good learning experiences.
- Partnership with parents is effective and parents are encouraged to join the management committee.

### What needs to be improved?

- opportunity for children to write for a purpose during every day practical activities

- assessment and planning to ensure children's individual learning needs are met
- training for all staff on the early learning goals
- a system for staff appraisal and evaluation of teaching methods.

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

The group has made generally good progress since the last inspection.

The areas of communication, language and literature and maths have improved by staff updating their knowledge through training courses. Staff have just begun a system of recording children's development, but this needs to be extended to show how this information is used to inform future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate on tasks. They select activities from the available resources and are learning to take care of their personal needs. Staff manage behaviour in a positive way and children's behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children speak confidently in large group sessions when staff use good questioning techniques to make children think and explore their ideas. They listen attentively to stories and delight in recognising rhyming words. Children learn to recognise their names and the sounds of different letters. However, there are not enough opportunities for children to learn to write for a purpose during focused and free play activities.

### MATHEMATICAL DEVELOPMENT

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

Children's understanding of number is reinforced during practical and social activities. Children count confidently up to ten and recognise numbers. Children show that they understand measure and shape during practical activities and they are learning about adding and taking away in everyday situations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Natural resources are skilfully used to enhance children's awareness of their immediate surroundings. Conversations with staff and other children during activities encourage children to understand about families and the community they live in. There is limited opportunity for children to learn about information and communication technology.

### PHYSICAL DEVELOPMENT

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

Staff make good use of the school playground on a daily basis to develop children's gross motor skills using a variety of trikes, bats and balls, paper planes and chasing bubbles. Children have access to a variety of small tools and are able to use them effectively.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children participate enthusiastically in music sessions, enjoying rhythm and sound. Craft and painting are also undertaken regularly and there are opportunities for children to experiment with different media and materials. The home corner provides children with lots of opportunities to use their imagination.	

**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**

- ensure all staff receive training on the curriculum for the Foundation Stage and understand how to effectively put this into practice
- consider how the assessment records are used when planning activities to ensure that children's individual learning needs are met
- provide a system for staff appraisal and effective evaluation of teaching methods
- improve opportunities for children to write for a purpose during focused and free play activities.

*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.*