



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 226324

DfES Number: 519466

### INSPECTION DETAILS

Inspection Date 21/01/2003  
Inspector Name Judith Chinnery

### SETTING DETAILS

Setting Name Asfordby Pre-school  
Setting Address Community Centre, Captains Close Co. Primary School  
Melton Mowbray  
Leicestershire  
LE14 3TU

### REGISTERED PROVIDER DETAILS

Name Ms Debra Carol Weston

### 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.

<b>Information about the setting</b>
Asfordby pre-school is a playgroup situated in the village of Asfordby near Melton Mowbray. It serves the local community and the children attending mainly come from the village with a few from Melton Mowbray. The group is registered to care for up to 22 children between the ages of two and a half to five years. There are currently 32 children on roll. The group opens five mornings a week from 8.45 am to 11.30 am. and some sessions in an afternoon from 12.30 pm to 3.00 pm. There are currently no children attending who have special needs or for whom English is a second language There are seven staff with five on duty at any one time. The person in charge is suitably qualified and three other staff are working towards childcare qualifications. The group receives advice and support from a mentor teacher.

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

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

The children are making generally good progress towards the early learning goals. Staff's knowledge of the stepping stones is growing through experience and training received since the last inspection. High expectations of themselves and the children mean that the children behave very well. Policies indicate that children with special needs or speaking English as an additional language would be well supported. The effective use of resources gives children many varied experiences across the curriculum. However, planning does not always consistently work through the stepping stones resulting in some experiences being missed such as exploring health in physical development and music in creative development. Although assessments identify individual needs which are incorporated into the planning staff miss opportunities to sufficiently challenge more able 4 year olds particularly in exploring phonics and developing mathematical problem solving skills. Partnership with parents is very good and given a high priority in the setting. Parents feel the setting has improved a lot since the last inspection, they value the approachability of the staff and feel welcome to come in and chat, visit or volunteer. Opportunities to become involved with their child's learning are developing. The setting benefits from strong leadership and effective team work between the committee, manager and staff. The implementation of a self assessment programme and action plan for development has made significant improvements to the setting since the last inspection. Strengths and weaknesses are generally assessed well through staff appraisals though staff don't always evaluate activities usefully. Assessment and monitoring of children is effective and ensures they are making progress through the stepping stones. The setting is committed to continue the improvements made and are planning to review their progress.

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

Personal, social and emotional development is promoted well. Children's behaviour is exemplary, they show curiosity, are confident and independent learners. In knowledge and understanding of the world children have many varied and exciting opportunities to explore and investigate why and how things happen. Partnership with parents is very good. Parents feel welcome to stay, can contribute to the staff's knowledge about their child and are becoming involved in their child's learning.

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

Opportunities for children to develop understanding of musical sounds and an awareness of healthy practices and the effects of activity on the body. Opportunities for more able four year old's to develop skills in matching sounds with letters and exploring mathematical problems.

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

Many positive changes have been implemented since the last inspection. The group has recruited a management committee and appointed a new person in charge and some new staff. Parents praised the efforts made by the staff to make them feel welcome and involved. Children behave well in response to consistent boundaries imposed by the staff. Well planned activities cover all the six areas of learning and are suitably challenging of younger children. Opportunities for children to learn about text, read and recognise letters has increased significantly. Activities involving why things happen and how things work, exploring differences, patterns and changes are now promoted in a variety of ways.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>An excellent variety of well planned activities enable children to show curiosity and respond positively to new experiences. Children's confidence and ability to concentrate is growing. Good relationships with staff and peers enables children to accept the needs of others and show care and concern. Children enjoy self chosen challenges and are becoming increasingly independent, they can take care of their own needs during refreshment time.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
<p>Children listen well to stories and instructions. They can recall and describe experiences, confidently. The use of large books promotes children's interest, they join in well with familiar choruses and phrases. Early writing skills are fostered well with many opportunities for children to use writing materials. Although children sing rhymes and songs with rhythmic actions, the sounds of letters are not promoted sufficiently with older children who are 4.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
<p>There are many opportunities for children to count and recognise numerals 1- 9 through songs and activities. Many of the activities offered promote opportunities to compare, sort, match and talk about size. Children play with and make representational models from shapes such as using the wooden bricks to make a garage and roadway. There are fewer opportunities for older children to develop skills in solving simple mathematical problems.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
<p>Children have many and varied opportunities to explore and investigate why and how things happen. A range of construction materials enables children to design and build models purposefully. The computer and other IT equipment such as telephones and calculators promotes children's interest and some can operate simple programmes by themselves. Children are able to recall significant events and celebrations and have a growing awareness of other cultures and beliefs, which staff promote well.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
<p>There are many activities giving children scope to develop their physical skills. Children move about spontaneously and confidently. They negotiate obstacles around the room successfully and competently. Children show increasing skills in handling tools and materials competently and safely for example children used the scissors to cut paper for collage. There are few opportunities planned for children to</p>	

gain an awareness of healthy practices or observe the effects of activity on their bodies.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy many opportunities to explore colour and describe texture particularly during cooking. A mask making activity encouraged children to notice the effect of mixing two colours. Varied role-play activities encourage children to recreate situations from first hand experiences. They use their imagination well. Although children are showing an interest in music, there appears to be few planned opportunities to develop skills with sounds and matching movement to music.

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

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**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**

Ensure that planning consistently covers all the clusters in the stepping stones with particular attention to music and health and bodily awareness. Offer more challenges to more able four year olds, particularly in using sounds for letter recognition and solving simple mathematical problems.