



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143108

DfES Number: 512436

### INSPECTION DETAILS

Inspection Date 29/11/2004  
Inspector Name Mary Daniel

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Charltons Pre-School  
Setting Address Charlton Mackrell Primary School  
Bonfire Lane, Charlton Mackrell  
Somerton  
Somerset  
TA11 7BN

### REGISTERED PROVIDER DETAILS

Name Charltons Pre-School Committee 1027107

### ORGANISATION DETAILS

Name Charltons Pre-School Committee  
Address Bonfire Lane  
Charlton Mackrell  
Somerton  
Somerset  
TA11 7BN

## 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

Charltons Pre-school has been established for over 20 years and operates from a mobile classroom, situated within the grounds of Charlton Mackerell Primary School. Children have use of a main playroom, integral toilet facilities and the adjoining school grounds which include an enclosed playing field, hard standing playground and orchard area with static play equipment.

The groups catchment area covers the villages of Charlton Mackerell and Charlton Adam, and the surrounding region within an approximate radius of 10 miles.

This parent-committee run pre-school is registered to provide sessional care for 22 children aged between 2 and 5 years, and there are currently 25 on register. The group is open Monday to Friday each week from 09.00 to 12.00.

There are 6 members of staff employed, the majority of whom are qualified and experienced in early years child care and education. The group are in receipt of government funding and there are currently 1 funded 4-year-old, and 20 funded 3-year-old children on roll.

Charltons Pre-School cater for children with special educational needs and those with English as an additional language. The group also receive support from the Somerset 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?

Charltons Pre-School offers good quality nursery education overall, and children enjoy a range of meaningful play activities which support them well in making generally good progress towards the early learning goals.

Teaching is generally good and staff support children very well in their communication, language and literacy, mathematical and personal, social and emotional development. Staff are committed to helping children make progress and give a positive approach to play which results in children settling easily and having an eagerness to learn. This is particularly evident at circle times when staff use effective questioning very well, and children listen and respond enthusiastically to stories and discussion. Overall, staff plan a broad range of purposeful themed activities, for example, in making a variety of picture graphs and charts, which support children very well in becoming familiar with numbers and solving simple practical problems. However, the overall planning and assessment system does not fully support staff in setting suitable challenges in all areas of play. Staff interact well with children and effectively promote good behaviour through regular praise and encouragement, which results in children becoming confident and developing good self-esteem.

Leadership and management is generally good. Staff and the supportive parent-run committee have worked well together in managing the recent change to new premises. Staff maintain firm daily routines, but there is no clear system in place to monitor and review areas for improvement.

Partnership with parents is generally good. Staff form good relationships with parents and encourage regular liaison through use of home link sheets. Parents are kept well informed of current events and changes in the group, but their children's developmental records do not clearly inform them how their child is making progress towards the early learning goals.

### What is being done well?

- Staff form trusting relationships with children and this positively contributes to children settling happily and feeling secure within the setting. Staff give positive direction and clear explanations, which effectively supports children in their own understanding of right and wrong and they behave very well.
- Children develop a positive attitude to learning and show interest in their play. They use language very well to find out more and make their own decisions and judgements. Children are keen to express their thoughts and do so well, for example, in talking about a favourite story they hear at circle time.
- Children use numbers confidently in their play. They enjoy counting and are starting to solve simple number problems confidently, for example, as they

count how many currant buns are left in their song.

- Staff provide exciting and meaningful activities. Children explore their environment with interest and go for local walks to observe changes, for example, as they collect leaves for their autumnal display of leaves.

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

- the planning and assessment system
- the system for monitoring and reviewing areas for improvement
- the use of and children's access to a wider range of technological resources

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

The pre-school has made generally good progress since the last inspection of funded nursery education, when they were asked to obtain further technological resources. The group have now extended their range of resources to include a programmable robot box, electronic typewriter, calculators and cooking tools. Children make good use of these in planned activities, but cannot independently access a wider variety of resources to explore or support their ideas in play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle easily and have a keen interest in learning. They mix well with their peers as they have an imaginative tea party. Children have pride in their achievements, for example, in showing their model of straws. They listen with wonder to a story about Jesus' birthday, and join quietly together for a prayer before snack time. Children are polite and respect others as they wait patiently to bounce on the trampoline. They develop a good sense of belonging and talk about their 'school'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children willingly respond to their names at register and listen attentively to a favourite story. They use language very well to express their ideas, and enjoy joining in with a rhyming nativity story or a funny sea shell rhyme. Children are developing very good hand-eye co-ordination in use of mark making tools and some can form recognisable letters of their names. They realise print carries meaning as they find their name cards and notice the signs on their local walk.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count very well and are confident in use of numbers. They represent numbers with their fingers, and realise the meaning of marks on their car chart. Children are starting to solve simple number problems as they count how many cups are needed at snack time, and how many more girls there are than boys. Children recognise different shapes as they make circle 'wheel' prints with slices of marrow. They discuss what's heavy or light as they explore a bag of different shaped stones.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good interest in how things work as they examine the cogs and wheels on a bike, and make a simple pulley. They notice change as they cook their 'apple scones' and enjoy investigating different materials as they sieve lentils and sand. Children record their voices on a tape recorder, but cannot access a good range of technological resources to support their ideas in play. They discover their local environment as they walk through the fields to find a 'beautiful view'.

## PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb and balance across the obstacle course, and carefully walk along the 'rope worm'. They understand the need to wash their hands before snack to 'get rid of the germs', and know that seat belts help keep them safe in the car. Children enjoy moving to an action tape, but have fewer opportunities to develop their large muscle movements. Children are developing good co-ordination skills as they competently pour their own drinks, and use scoops with care to fill up their pots of sand.

## CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour and texture with pleasure, for example, as they make their brightly decorated firework pictures and 'stained glass windows'. They use their imagination very well as they 'scoop up chips in their take-away' and pretend a chopstick is a 'magic wand'. Children sing quietly to themselves, and explore different sounds in their orchestra. They show great interest in what they see and feel as they stretch their fingers in the paint, and smile as it sticks to their hands.

**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**

- extend the planning and assessment system to clearly identify specific learning intentions of all activities, and to clearly evidence how children are achieving their progress to sufficiently inform staff in setting suitable challenges in all areas of learning with further planning of activities
- develop a clear system of monitoring and reviewing areas for improvement for the overall provision

*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.*