



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119754

DfES Number: 519847

INSPECTION DETAILS

Inspection Date 24/11/2004
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Shalfleet 'Little Explorers'
Setting Address Station Road
Ningwood
Newport
Isle of Wight
PO30 4NN

REGISTERED PROVIDER DETAILS

Name The Committee of Shalfleet 'Little Explorers'

ORGANISATION DETAILS

Name Shalfleet 'Little Explorers'
Address Station Road
Ningwood
Newport
Isle of Wight
PO30 4NN

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

Shalfleet Little Explorers opened in 1996.

It is a management committee run provision and operates from a purpose built unit which is attached to Shalfleet C of E primary school in the Ningwood area of Shalfleet. The provision have sole use of a fully enclosed out door play area.

Care is provided for children from all areas of the Island.

Children are able to attend a variety of sessions.

Shalfleet Little Explorers is open Monday to Friday 08:00 to 18:00. During term time various provisions operate within these times. Breakfast club 08:00 to 09:00, pre-school sessions from 09:00 to 12:00 and 13:00 to 15:30 with lunch care provided from 12:00 to 13:00 and an after school club operates from 15:30 to 18:00. During holiday periods a Holiday club is operated Monday to Friday 08:00 to 18:00.

Care is able to be provided for children with special needs and for children who have English as an additional language.

Shalfleet Little Explorers is eligible to accept children who are in receipt of nursery education funding.

At the time of inspection there is 28 pre-school aged children on roll of which 26 are in receipt of nursery education funding, 26 aged 3years and 2 aged 4 years.

The committee employ six staff to work with the pre-school aged children, most have a relevant early years qualification. Three members of staff are currently working towards achieving an NVQ qualification in childcare. One member of staff is studying for a B.A Honour in childhood studies.

The provisions receive support visits from personnel within the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance Development worker.

The pre- school achieved the Isle of Wight Kite Mark certificate of accreditation for

Quality Assurance in September 2001.

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 Shalfleet Little Explorers is acceptable and of good quality. Children are making very good progress towards the early learning goals in their physical development and generally good progress in all other areas.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the stepping stones and the early learning goals. They support children to develop and make progress in most areas of their learning through a range of resources and activities. The written daily plans for focussed activities do not detail the intended learning children are to gain from them. Staff are not clear of their purpose. Children are not able to gain the most learning experiences from them. The deployment of staff and grouping of children for some activities is not effective for meeting and supporting the learning needs of all children. The key worker system works well. Key workers draw up Possible Lines of Development sheets for each child. These detail the child's interests, learning styles and what the plans are for their next steps in learning.

The leadership and management of the provision is generally good. The management committee and all staff work very well together as a team.

They are receptive to advice and support they receive on ways in which the provision can be further enhanced. The reviewing and monitoring of the nursery education provided does not cover all aspects of the provision.

The partnership with parents is generally good. Parents are able to be involved in the provision by becoming an elected member of the committee or a voluntary helper. They receive and have access to information about their child's nursery education. Parents are informed of the focussed activities their children engage in but not the learning they can gain from them. They are able to regularly discuss and share information about their child's progress with their key workers.

What is being done well?

- Children's physical skills are promoted effectively through a range of indoor and outdoor activities.
- Children's knowledge, understanding and awareness of features of the local environment and the world in which they live is developed through a range of purposeful and meaningful activities. They visit the local swimming pool each week to learn how to swim. They are taken on walks to the local garden centre to purchase their seeds and plants, and go on outings to the beach, botanical gardens and aquarium.
- The management committee and staff are committed to providing children with a good standard of education. They encourage parents to share their

views on any areas of the provision they feel could be improved by inviting them to fill in a comprehensive questionnaire which covers all aspects of the provision. Support and advice is sought from personnel within the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance on ways in which the nursery education provision can be further enhanced. They are very receptive to any comments or suggestions they receive.

- Parents are able to share what they know about their child. Home school link books provide opportunities for parents to comment and share any achievements or interests they notice their child has made at home. Key workers include this information in the planning of the children's next steps in learning which ensures children's existing skills and interests are built on and they are supported and helped to make progress.

What needs to be improved?

- The monitoring of the nursery education provided and quality of teaching.
- The detail included on the planning of focussed activities.
- The deployment of staff and grouping of children for some activities.
- The use of illustrations and print in the environment.
- The use of everyday routines as a teaching resource for mathematics.
- The information given to parents.

What has improved since the last inspection?

The very good progress the pre-school has made since their last inspection has had a positive impact on the progress children are making. The pre-school had two points for development to consider

1) Ensure observational notes kept on the children are used to record what children can do and to reflect their attainments and progress in each area of learning, rather than just concentrating on the children's personal and social development, their language and literacy and mathematics.

2) Continue implementing the plans to develop resources, particularly those which promote children's mathematical understanding.

Observational records of children are now very good. Since the last inspection the pre-school has developed the way in which they record children's achievements. They now use Possible Lines of Development sheets for all children which cover all areas of their learning and development. The achievements children make and the interests they show both at home and in pre-school are recorded and used to plan for their next steps in learning. Children's existing skills are continually built on and they are supported to make progress in all areas of their development.

Resources have been developed particularly items for promoting children's mathematical development. Children now have a range of resources, which support their knowledge and understanding of mathematics. These include compare bears and interlinking camels which they use to sort, match, count and position. They are able to use computer programmes for matching shapes. They have opportunities to access scales and rulers, which they use for weighing and measuring.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children come into pre-school happily. They settle quickly at activities of their choosing. Children are forming friendships. They relate well to staff asking for support when needed. Children are taught to have an awareness and understanding of the rules of the setting. They are able to pour their drinks and peel their own fruit. Children are proud of their achievements and respond well to praise. They are not supported during some routine activities to sustain their interest or concentration.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident talkers. They are keen to talk about activities they engage in. Children are beginning to hear and say the initial sounds in words. They know which letters represent some of the sounds. Children have few opportunities to link illustrations they see to written words. They enjoy listening to stories but are not always able to concentrate. Children have some opportunities to practice emergent writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy joining in with number rhymes and use their fingers to represent numbers. They are beginning to recognise numerals up to 10. Children have opportunities to compare numbers and objects through a range of planned activities. They are not always supported to further develop their counting and calculating skills incidentally or during routine activities. Children are gaining an awareness of shapes for example they discuss how a biscuit is round and circular like the sun and a ball.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity when exploring outdoors. They observe insects using a magnifying glass to find out more about them. Children have some opportunities to talk about what is seen and what is happening observing changes. They grow their own plants from seed, water and care for them. Children have many worthwhile and purposeful opportunities to show an interest in the world in which they live and to develop their awareness of some of the features of their locality during walks and outings.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to develop their fine and large motor skills through a range of well planned indoor and outdoor activities. They have access to tunnels, slide, prams, cars, trikes, bikes, bean bags, balls, push along toys and one handed tools and equipment. Children carefully negotiate an appropriate pathway when playing both indoors and outdoors showing a good awareness of others. They have an awareness of healthy practices and are able to manage their own personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to recognise colours. They listen to music and have opportunities to play a range of musical instruments. Some children enjoy making up their own dances. Children are not always supported to create their own imaginative play using available resources. They express their own thoughts and ideas using a range of craft materials. Children are not always given the opportunity to see the changes which occur when media is combined for example the process of making and colouring icing.

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

- Improve the monitoring and evaluating of the nursery education provided and quality of teaching. Ensure staff are deployed effectively and the grouping of children is appropriate.
- Include in the planning of focussed activities the intended learning children are to gain from them. Identify clearly what the role of the member of staff presenting the activity is so all children are able to gain the most learning experiences from such activities.
- Make better use of illustrations, print, everyday routines and incidental opportunities to support and help children develop or extend their knowledge, understanding and learning of number, calculation and reading.
- Further enhance the information given to parents about the focussed activities their children are engaging in. Include the learning children are able to gain from them so they can be involved in their children's learning at home if they wish.

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.