



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122405

DfES Number: 519442

INSPECTION DETAILS

Inspection Date 03/03/2004
Inspector Name Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Chaldon Pre-School
Setting Address Village Hall
Rook Lane
Chaldon
Surrey
CR3 5BN

REGISTERED PROVIDER DETAILS

Name The Committee of Chaldon Pre-School

ORGANISATION DETAILS

Name Chaldon Pre-School
Address Village Hall
Rook Lane
Chaldon
Surrey
CR3 5BN

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

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

How effective is the nursery education?

Chaldon Pre-School offers very good quality nursery education. Effective planning and teaching methods help children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage and stepping stones, enabling them to plan a wide range of interesting and practical learning activities. Staff manage children's behaviour very well. They set realistic boundaries and understand the importance of praise and encouragement in promoting good behaviour. Group activities for funded children are presented in an enthusiastic manner, with planned extension activities to provide sufficient challenge for the older/ more able children. Resources are of good quality and are well organised to support children's learning. An effective, comprehensive assessment system is in place, enabling staff to record children's progress towards the early learning goals in a clear and informative manner.

The leadership and management of the pre-school is very good. The committee and manager work well together as a team and understand their individual roles and responsibilities. An effective staff appraisal system ensures staff regularly update their knowledge and skills. Clear staff rotas and good deployment of staff ensure all children receive lots of individual attention and all activities are managed well to ensure proposed learning intentions are clearly met.

Partnership with parents and carers is very good. Staff encourage parents to share information about their children and provide them with regular updates about children's progress and achievements. Good procedures are in place to ensure parents are kept fully involved with their children's learning and they are able to contribute towards the assessment process.

What is being done well?

- Children's speaking and listening skills are given good emphasis. Children are confident speakers and are developing skills in using language to negotiate in their play and communicate with each other.
- The small group work for older/more able children enables them to focus on extension activities and engage in work that provides more challenge.
- The homely and warm atmosphere and friendly staff help children to develop good social skills. Children are learning to choose resources, share, be independent and to take care of their personal needs.
- The staff team are professional and committed to high quality care. They show dedication to all the children and ensure that each of the children's individual needs are met.

- The relationship between pre-school staff and parents is good. Parents are satisfied with the information they receive about the setting and their children's progress.
- The comprehensive curriculum planning and children's assessment format, enabling all children's progress towards the early learning goals to be clearly monitored and catered for.

What needs to be improved?

- the planning of role play, to ensure children's progress towards all six areas of learning is enhanced

What has improved since the last inspection?

Very good progress has been made in the arrangements for assessing staff training. A designated training co-ordinator has been appointed and staff assess their own training needs through a staff appraisal system. Staff are extremely proactive in improving their knowledge and are keen to develop their professional skills. Training is now offered to committee members to ensure they are familiar with early years care regulations and are fully informed of their responsibilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and sociable. They show independence and form good relationships with adults and their peers. Children select activities from the available resources and are learning to take care of their personal needs. They behave very well and show consideration for others. Children are encouraged by staff to share, take turns, play co-operatively and be polite and considerate towards others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers; their ability to talk and negotiate with others is good. They listen to stories and enjoy sharing books alone or with staff. Children recognise their first names and are beginning to write these correctly with well-formed letters. They are encouraged to notice the sounds of letters in words and enjoy using a commercial phonics scheme.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 10 and beyond. Their understanding of numbers is reinforced as they take part in everyday activities and daily routines. Some children are beginning to develop an awareness of simple number operations such as adding together and taking away. Staff make good use of most activities to develop children's understanding of mathematical concepts, however some opportunities are being missed in the role play Shoe Shop, for children to compare shoes of different sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An interesting range of activities and topics encourage children to explore, investigate and find out about the world in which they live. Staff consistently encourage them to talk about and recall past events. Children are developing an awareness of their own and other cultures, through a range of resources and as they celebrate a variety of festivals and customs, such as the Japanese custom of Children's Day.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, using the space available very well. They use a range of small and large equipment competently and with increasing skill, showing good co-ordination. Provision is made for children to climb, run, jump, balance and ride bicycles. Children show a good understanding of the importance of keeping healthy and recognise the importance of hand washing and healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy music and rhyme through regular singing sessions, action songs and dancing. The daily routine allows ample time for children to have opportunities to express their feelings through free play, including access to a role-play corner; dressing-up, puppet theatre, drawing, art and craft and sensory play, such as sand and water.

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 range of resources within the role play area to ensure children's progress towards all six areas of learning is enhanced

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.