



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY246034

DfES Number: 535442

INSPECTION DETAILS

Inspection Date 15/03/2005
Inspector Name Thecla Grant

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kirkstall St Stephens Pre-School
Setting Address Kirkstall St. Stephens C of E School
Morris Lane
Leeds
West Yorkshire
LS5 3JD

REGISTERED PROVIDER DETAILS

Name The Committee of Kirkstall St Stephens Pre-School 1035847

ORGANISATION DETAILS

Name Kirkstall St Stephens Pre-School
Address Kirkstall St. Stephens C of E School
Morris Lane
Leeds
West Yorkshire
LS5 3JD

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

Kirkstall St Stephens Pre-school has been registered since September 2002. It operates from a classroom in Kirkstall St Stephens C of E Primary School. Which is situated in the Kirkstall area of Leeds. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 12:00 term time only.

There are currently 28 children aged from 2 and half to 5 years old on roll. Of these 18 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school supports children with special needs and currently supports children who speak English as an additional language.

The pre-school employs five staff. Three of the staff including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

Kirkstall at St. Stephens Pre School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. Children are making very good progress in all areas.

The quality of teaching is very good. The staff work effectively as a team to provide interesting and varied activities which promote children's progress toward the early learning goals. They have a very good understanding of the foundation stage and plan a balanced curriculum, which include the learning outcomes for the children. The staff set suitable challenges for the children to demonstrate what they know and understand.

The children's development folders are effectively linked to the stepping stones and regular records are kept of their development. Resources are stimulating and used effectively to promote learning in all areas.

The leadership and management is very good. The nursery benefits from strong leadership and management. The staff team are committed to improving care and education and have regular opportunities for professional development. The manager has developed effective systems to monitor and evaluate the setting.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting. They are encouraged to be involved with their children's learning by sharing their interests and skills. They are well informed about their child's achievements and progress.

What is being done well?

- The nursery benefits from a strong leadership and management. The manager improves her own expertise by attending training courses and reading appropriate publications. She has effective systems in place to monitor the quality of care and education. For example, through observations, photo evidence and focus activities. The staff are aware of their roles and responsibilities and work effectively as a team. A key worker system is in place to ensure the children's progress is regularly monitored.
- The children readily use language for communications and have emerging self confidence, for example a three year old is directing a small group of children at tidy up time "we need a car and train" he said putting the puzzles away. Three and four year olds recognise their names and some are beginning to form letters to write their names. The more abled children are beginning to link sound to letter with support.
- Good quality information about the setting is provided for the parents. For example, the prospectus which includes policy and procedures of the setting

and the routine of the pre- school. As well as information on how the parents can help with their child's education. They are very well informed about the setting and are encouraged to become involved with their children's learning, e.g. coming into the setting to share their interests and skills.

- The children are beginning to know about their own culture and beliefs as well as those around them. They are making Easter cards and decorating Easter eggs, they know they are going to church on Friday with the older children in the school for an Easter celebration. The children have already celebrated Eide, Diwali and Chanukah.

What needs to be improved?

- the opportunities for children to demonstrate what they know and can do
- the opportunities to fully develop health and bodily awareness
- the organisation of the creative area so children can continue to access arts and crafts independently when a focus activity is running.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve challenges for the children through calculation, hand writing skills and children's assessments. Which were raised as key issues in the previous inspection report. They have made suitable improvements to the accessibility of resources for children to develop their design making skills.

A major factor to the improvement of calculation, hand writing and assessments is staff include this in planning. The children sing songs which implement calculation, the staff supervise the writing area to encourage the children to write for a purpose. The assessments records are made easier because the children's progress are linked to the stepping stones. The impact of the children's learning is considerable, they are developing good calculation skills and can subtract numbers from five. Low cupboards with open shelves are easily accessible to children in the design making area, but children cannot easily or independently access this area when a focus activity is taking place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show increasing independence in selecting and carrying out activities provided, such as painting, play dough, sand, puzzles. They have a good sense of belonging and know the routine well. The children have made positive attachments with the staff and each other, they show confidence and the ability to stand up for their own rights. For example two children playing with one doll. One demonstrates that she wants a turn but her friend said. "I want to hold her."

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most three and four year olds recognise their names, they are beginning to write for a purpose e.g. a three-year-old finds her name and puts it under the paper to trace it she forms a letter D. Some of the more able children are beginning to link sounds to letters and talk activities through. The children readily use language for communication using simple statements to have their needs understood for example when a child needed room to dry his hands he said "excuse me." to the children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children show interest in number and counting and most three-year olds can count to four confidently. The children show keen interest in number problems, older children are able to subtract confidently from five. Three and four year olds show keen interest in shape they use language such as circle square and same size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to question why things work for example during the water activity a three-year-old is encouraged to think about what makes the water wheel go round. The children are beginning to know about their own culture and beliefs and those of other people. Older children are aware of their natural surroundings. For example two three-year-olds discuss where they live and how far they are from the setting.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move with confidence and are well co-ordinated as they negotiate appropriate pathways. They march up and down the play ground to musical instruments singing the 'Grand Ole Duke Of York. They handle tools and malleable materials safely and with increasing control. The children are beginning to observe the effects activities have on their bodies for example a three-year-old stops gluing to wash her hands, when asked why she said "because they are sticking."

CREATIVE DEVELOPMENT

Judgement:	Very Good
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All children can differentiate colour for example a three-year-old about to draw chooses the felt tip and says "pink." The children enjoy joining in ring games and effectively engage in imaginative role play based on first hand experiences. For example four-year-old pretends to be an ice cream person. Children are given opportunities to respond in a variety of ways to what they touch and feel, they explore media such as sand and glue.

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.
- the organisation of the creative area so children can continue to access arts and crafts independently when a focussed activity is running.

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.