



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 106191

DfES Number: 581984

### INSPECTION DETAILS

Inspection Date 31/01/2005  
Inspector Name Jane Rea

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Pearsons Pre-school  
Setting Address Thurlestone School Grounds  
Thurlestone  
Kingsbridge  
Devon  
TQ7 3NB

### REGISTERED PROVIDER DETAILS

Name Pearsons Pre-School 282195

### ORGANISATION DETAILS

Name Pearsons Pre-School  
Address Thurlestone School Grounds  
Thurlestone  
Kingsbridge  
Devon  
TQ7 3NB

## 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

Pearsons Pre-school is a well established pre-school that operates from its own building within the grounds of Thurlestone village school. The pre-school is run by a committee and is registered for 16 children aged between three and five years of age. It is open between 08.45 and 15.30 from Monday to Friday for 37 weeks per year. Children have the option of staying for lunch. There are currently 32 funded three- and four-year-olds on roll. All but one member of staff have or are training towards NNEB or NVQ qualifications. Currently no children attending the pre-school require special educational needs support or have English as an additional language. The pre-school is supported by an adviser from the Devon Early Years Development and Childcare Partnership. .

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

### How effective is the nursery education?

Pearsons Pre-school provides high quality nursery education and children make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff use their very good knowledge of the Foundation Stage to create a learning environment that motivates young children to learn. They use assessment information effectively to plan activities that are varied and practical and take account of children's age and ability. Staff work very well as a team to ensure children receive the support and challenge they need to learn very well. Time and resources are used very well to provide a good balance of adult led and free choice activities. However, staff are not always flexible enough in the way they manage some sessions to effectively pursue learning opportunities for children as they arise. Relationships are very productive and staff have high expectations of children's behaviour and their involvement in activities. Children respond positively to staff who act as very good role models.

Leadership and management are very good. Staff are supported very well and work effectively as a team. All staff are involved in evaluating the effectiveness of their work. They consider how their teaching might be improved and which activities have been successful. This information is used to plan for improvement and guides the professional development organised for staff and the purchase of resources. All staff are committed to ongoing improvement.

The partnership with parents is very good. Parents express their confidence in the pre-school's ability to provide their children with "a good start" to their education. They receive good quality information about pre-school events, what their children will be learning and the progress they are making. Parents share what they know about their child and are encouraged to support their child's learning at home by for example, talking to them about activities they have been involved in.

### What is being done well?

- Children experience a very good range of activities that are motivating them to learn.
- Very good teaching is based securely on good assessment information and staff's clear understanding of the Foundation Stage curriculum and how young children learn.
- Leadership of the pre-school is very good and staff work effectively as a team.
- Children develop into confident communicators who listen attentively and are keen to ask questions.

- Children are provided with many creative experiences that support the progress they make in all areas of learning very well.
- Children behave very well, develop good independence skills and play harmoniously together.
- The partnership with parents is very constructive and supportive of children's learning.

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

- the management of discussions, snack time and
- story-time to fully pursue learning opportunities as they arise.

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

Very good progress has been made since the last inspection. The issues raised related to improving opportunities for children to develop climbing and balancing skills, and to ensuring assessment procedures illustrated each child's development fully.

The pre-school has a very constructive relationship with the village school on whose site it is located. The pre-school has extensive daily access to the school's large climbing equipment and two play areas. This ensures children have very good opportunities to develop their climbing and balancing skills and to improve their co-ordination and awareness of space by for example, controlling large wheeled toys.

Staff assess children each term and record the progress they are making in their individual Record of Development. These records include photographs, children's work and notes made during observations. This information is used effectively to identify targets for development for each child and staff plan activities to support children towards achieving these next steps in their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well and play harmoniously together. They are considerate of each other's needs and share and take turns. Their relationships with staff and each other are very productive. Children's personal independence develops very well and they happily accept responsibilities such as pouring drinks at snack time. Interesting activities ensure children are motivated and enthusiastic and they concentrate well. Their interest only wanes when they are inactive and sessions are too long.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate clearly and confidently and use speech in real and imagined situations to organise their thinking. They ask questions and give reasons for their actions. Children are increasingly aware of letters and the sounds they make. They recognise their names, write for different purposes and learn to form letters correctly. Children enjoy stories and join in with those they know well although better use could be made of these sessions to pursue learning opportunities as they arise.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numbers and learn to count accurately in a range of contexts such as the role-play "Corner Shop". They develop a good understanding of calculation through their play and practical activities led by staff. For example they add and take away small bears when finding out how many weigh the same as a pair of scissors. Children understand and use a good range of mathematical vocabulary. Children's knowledge of shapes develops very well through creative activities such as printing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate their world through visits and by using their senses. For example, they explore objects found on the local beach. They design and build with construction kits and craft materials and use technology to support their learning. They develop a good sense of time and place through topics and local visits. As they celebrate festivals, eat food and handle objects from other countries, and learn to speak French children become increasingly aware of other cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have many opportunities to develop their physical skills. They confidently climb, jump and balance on large outdoor play equipment and control sit on toys well. They develop a very good awareness of space and each other and negotiate obstacles with ease. They are beginning to understand how their bodies work and know that eating fruit and taking exercise helps to keep them healthy. They use small equipment such as paintbrushes and pencils with good control for children their age.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have many very good opportunities to explore freely using all their senses and creative activities effectively support the progress they make in other areas of learning. For example they practise counting and use their imagination to make up stories during role-play activities. Children express and communicate their ideas, thoughts and feelings through painting, when listening to stories and moving to songs they know well. They listen to a wide range of music from around the world.

**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:
- staff awareness of how to make best use of time and learning opportunities that arise to ensure children's learning is as productive as possible throughout the day.

*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.*