



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253494

DfES Number: 517645

INSPECTION DETAILS

Inspection Date 12/03/2003
Inspector Name Susan Riley

SETTING DETAILS

Setting Name Jacdor Community Pre-School
Setting Address The Mobile Unit
Coningsby
Lincoln
LN4 4SJ

REGISTERED PROVIDER DETAILS

Name The Committee of Jacdor Community Pre-School Committee

ORGANISATION DETAILS

Name
Address

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

Jacdor Community Pre-school is a committee run group and opened in 1976. It operates from a mobile unit, within the centre of the village of Coningsby, serving the local and wider communities. The group has access to two playrooms, toilets and an enclosed outdoor play area. The pre-school is registered to provide 32 places for children aged between two and five years, their admissions policy states that they receive children from two and half to five years. There are currently 63 children on roll. This includes 22 funded three-year-olds and 10 funded four-year-olds. Children attend a variety of sessions each week. There are currently no funded children identified as having special education needs or for whom English is an additional language. The pre-school opens five days a week during term-time. Sessions are Monday to Friday 9:00 am to 11:30 am and Monday to Thursday 12:30 pm to 3:00 pm. Eight staff work with the children, five of the staff hold childcare qualifications and two staff are currently attending training. The setting receives support from the Lincolnshire 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?

Jacdor Community Pre-school provides a bright, friendly learning environment where children make very good progress towards the early learning goals. A varied programme of activities is offered which supports the children's learning and promotes all six areas of development. The quality of teaching is very good. Through the effective planning and assessment systems in place, the teaching meets the needs of all children. Staff use space and resources well, to provide a good balance of free and structured activities to cover the six areas of learning, although opportunities are missed to extend children's creativity in music. Relationships between children and staff are very good. Staff have high expectations of children's behaviour, they encourage this through positive praise and encouragement and by being good role models. Although there are currently no funded children with special educational needs, there is an effective support system in place. Leadership and management of the setting is very good. All staff are committed to attend training to improve their knowledge and understanding, in order to enhance the care and education of children. Management and staff work very well together as a team, and have effective strategies in place to monitor and strengthen the setting. Staff have clear roles and responsibilities and are well deployed throughout the pre-school. The partnership with parents and carers is very good. Parents are provided with good written information about the pre-school and curriculum, through displays around the setting, prospectus and regular newsletters. Staff provide a welcoming atmosphere for parents and good relationships are in place. Parents report that they are very happy with the provision and feel that the staff are approachable, and discuss children's achievements and progress on a daily basis. There are no formal system in place, to share children's development records with parents.

What is being done well?

Staff interact well with the children, praising and encouraging them appropriately. Management and staff work effectively as a team and have a shared approach to good early years principles. Children's personal, social and emotional development is very good and a strength of the setting. Children are confident within the group and are motivated to learn. Staff use space and resources effectively to develop and extend children's learning.

What needs to be improved?

sharing of children's development records with parents planning to make better use of music time for children's learning

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection to address to

one key issue. Staff have attended training to improve their skills and knowledge in the recording of children's achievements. They now have an assessment system in place covering the six areas of children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are well behaved, good mannered and are forming good relationships with peers and adults. They are confident and happy within the setting and display good levels of concentration at chosen tasks. Children are actively involved in their learning, they show independence in selecting and carrying out activities. They also have good personal independence.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are confident with language, they freely engage in conversations with peers and adults. They are starting to negotiate with others. Children enjoy listening to stories and are able to discuss and answer questions about them. They enjoy books and handle them with care. Children are given good opportunities for mark making and they practise their writing skills for a variety of purposes. Some children are able to write own name.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children are learning well about colour, shape, quantity and size through practical activities. Their number skills are developing well, they recognise numbers, count reliably up to 10 and beyond, and show an awareness of simple addition. Children are starting to use language such as heavier and lighter to compare qualities.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children investigate objects and describe materials by using all of their senses. They ask questions of why and how things happen and work. Children are able to design, build and construct with a wide range of resources, they select and use tools and techniques they need, to shape and assemble the materials they are using. Children are given opportunities to talk about events in their lives and show a good understanding of time.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and in safety around the setting, showing good control and co-ordination. They have a good awareness of personal space for themselves and of others. Children display a good ability when handling and using tools, objects and materials.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children play co-operatively and imaginatively in a variety of role play situations.	

They competently sing songs and rhymes from memory. Children are given lots of opportunities to explore colour, texture, shape, form and space in two and three dimensions through practical activities. They respond with enjoyment to what they see, hear, smell, touch and feel.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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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 consideration should be given to improving the following: provide opportunities to share children's development records with parents improve the planning for music to extend children's learning