



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 301850

DfES Number: 547290

INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Karen Ling

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Paul's Pre-School
Setting Address	Doddington Drive Cramlington Northumberland NE23 6DF

REGISTERED PROVIDER DETAILS

Name	Mrs. Donna Maria Southgate
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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

St Paul's Pre-School first opened in 1995. It is a privately run sessional day care facility situated in the grounds of St Paul's Roman Catholic First School and operates from a demountable building. It has access to an enclosed garden and playground which are shared with the school's Early Years Unit. It also has access to the school hall and various resources. The group caters for children from the communities of St John's and St Paul's, Cramlington and surrounding areas. Most children transfer to St Paul's First School.

The pre-school is registered to take 23 children aged from three to five years of age. The pre-school is open Monday to Friday, term time only. Morning sessions start at 09.15 and end 11.45. Afternoon sessions start 12.45 and end 15.15. There are currently 39 children on roll, of which 15 three-year-olds are in receipt of funding. The group supports children with special educational needs (SEN). There are currently no children for whom English is an additional language.

Five staff work with the funded children and most hold appropriate qualifications in childcare and education. The group has close links with the First School and also places an emphasis on the Catholic religion. Support is received from the school's reception teacher through the Early Years Development and Childcare Partnership's Qualified Teacher Support Scheme.

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

How effective is the nursery education?

St Paul's Pre-School offers high quality nursery education which gives a good foundation for future learning. Children learn in a friendly and caring environment and make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure understanding of all areas of children's learning. This allows them to create a rich and challenging learning environment. They make good use of a range of high quality resources. Their interactions with children are very effective and their warm relationships with children promotes their confidence, independence and social skills. Children with SEN receive very good support and this enables them to take part in all activities and to make good progress. Staff have consistently high expectations of behaviour and as a result children behave very well. Staff provide a variety of stimulating activities and a good balance between those initiated by themselves and by the children. Activities are carefully planned and presented in an enthusiastic manner. Plans ensure that the children are offered experiences in all areas of learning and make clear what they are intended to learn. Staff have introduced a new system for observations and assessments which they are beginning to use well.

The pre-school is very well led and managed. Staff ensure the smooth running of the pre-school and are committed to developing practice through ongoing training. The manager effectively leads and encourages her staff with her enthusiastic approach. She utilises their strengths and values their opinions and those of the children and parents.

The partnership with parents and carers is very good and effective in promoting children's learning. Parents receive clear and detailed information about how children learn as well as what they will be learning and how well they are doing. Systems are in place which effectively encourage parents to share information and be involved with their child's learning.

What is being done well?

- The enthusiasm of the manager has a positive impact on the quality of care and education and staff have the ability to make each child feel special
- All aspects of learning are promoted in a way that encourages curiosity and promotes independent thinking. As a result children have lots of fun and are very happy
- Children's speaking and listening skills are well developed through a stimulating range of activities
- Regular music and movement and story telling sessions are well paced and encourage children to use their imagination in fun ways

- Relationships between staff, children and parents are excellent. This helps children to feel safe and confident
- Children with special educational needs receive a high level of support and make good progress
- The good links with the First School helps children to make a smooth transition from pre-school

What needs to be improved?

- the outdoor curriculum so that activities can be effectively extended to the outside environment
- further development of the new observation and assessment system.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children develop good social skills. They are considerate to others and very well mannered. The routine helps them to feel safe and confident within the group. Children have good relationships with staff. They settle quickly to task, show good skills of concentration and perseverance and are eager to learn. The enthusiasm and care shown towards each child effectively promotes self esteem. Children learn what is right and wrong. They receive praise and encouragement and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's speaking and listening skills are well developed. They are sensitively encouraged to express their needs, talk about themselves and listen to others. They learn new vocabulary and use it in play and incidental conversation, for example, as they describe the way animals move. They enjoy looking at books and know about 'authors' and 'illustrators'. They distinguish between the sounds of letters and words and write for a variety of purposes. Some form letters and write their name.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count reliably well beyond ten and recognise some numbers. They count forwards and backwards in fun ways as they sing number songs. They compare numbers and solve problems using their initiative and with the skilful interaction of staff. At snack time, for example, they worked out how to share the bananas. They compare length, are introduced to ideas of weight and capacity, for example, as they explore sand and water. The excellent resources are used effectively to reinforce learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate, explore and correctly identify different materials. The well established routine gives a pattern to the day and a sense of time passing. They learn about life cycles and have watched tadpoles change and seeds grow. They become adept at using large and small construction kits and recycled materials as they design and make things, and use technological equipment, such as the computer and digital camera. They learn about aspects of their own and other faiths and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show a good awareness of space as they move around the room, outdoors and in the school hall. They move in different ways to music and fit into small spaces as they pretend to be animals. They show agility as they climb and negotiate obstacles. They become dextrous at handling a variety of tools, for example, as they use cutters to make their bread into shapes and catch pretend tadpoles in nets. They follow good hygiene practices, such as washing hands and tables before eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children receive a wealth of experiences which help to develop their senses and staff make learning fun. They sing a variety of songs in different languages, show a developing sense of rhythm and use instruments well to accompany their singing. Imagination is developed in interesting ways, for example, as they make journeys on flying carpets and imitate and create the movement of animals. They respond well to different types of music through dance and movement.

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 key issues following this inspection, however the following points should be taken into consideration
- continue to develop the outdoor curriculum so that learning opportunities can be effectively extended to the outside environment
- continue to develop the implementation of the new observation and assessment system so that it is systematic, informative and objective.

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.