



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 142856

DfES Number: 514662

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Susan June Stone

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	YMCA Pre-school
Setting Address	Lisieux Way Taunton Somerset TA1 2LB

REGISTERED PROVIDER DETAILS

Name	YMCA Board of Management 251247
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ORGANISATION DETAILS

Name	YMCA Board of Management
Address	Lisieux Way Taunton Somerset TA1 2LB

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

The YMCA Pre-School opened in 1978. It operates from a dedicated room at the rear of the YMCA building, in the Blackbrook area of Taunton and serves the local area.

There are currently 60 children from two to five years on roll. This includes 31 funded three year olds and 13 funded four year olds. The setting supports children with special needs and children that speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 15:15. Children attend for a variety of sessions within these times. Morning sessions finish at 11:45. Afternoon sessions begin at 12:45 with lunch sessions provided in between.

Three part time and five full-time staff work with the children. The YMCA board of management oversees the running of the group. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

YMCA Pre School offers high quality provision which helps children make very good progress towards the early learning goals. Very good progress is being made in all areas.

Teaching is very good. Staff show a good understanding of how children learn. They plan and provide a good range of activities that encourage learning and development in all areas. Staff are suitably involved in activities, during key worker groups they challenge and support children well, and allow children to develop at their own pace. They make good use of time and resources and provide a stimulating environment for the children. Sessions are well planned and organised to meet children's developmental needs. Behaviour is managed well. Children are very well behaved and respond well to the methods used, and staff act as good role models.

Partnerships with parents are very good. Parents are provided with clear good quality information about the setting through a detailed notice board and regular newsletters home. Regular newsletters inform parents of the groups progress and how they can be involved in their children's learning. Parents are encouraged to help within group sessions and share their own skills with the group. Staff are happy to talk with parents daily about their children's achievements and progress.

Leadership and Management are very good. The pre school staff are all aware of their responsibilities within the group and work well together as an effective team. They are all committed to maintaining the good quality care and education provided for the children. Good links have been established with the primary schools within the local area. Very good links have also been established with the advisors from the Early Years Partnership.

What is being done well?

- Staff have a clear understanding of how children learn and make good use of space, time and resources. They plan and provide a good range of activities that promote learning and development in all areas, they interact well with the children, encouraging their development through play.
- Staff are all clear of their roles and responsibilities and work well together as a team. They are committed to maintaining the high standards of the provision to offer good quality care and education for the children.
- Children's personal, social and emotional development is very good. They are confident, cooperative and interested. Children's personal independence is developing well, they are able to do things for themselves and are able to ask for assistance when needed.

- Partnerships with parents are very good. Parents are provided with good quality information about the setting. They are encouraged to become involved within the group sessions and share their knowledge and skills.

What needs to be improved?

- activity evaluations against the stepping stones rather than the early learning goals.

What has improved since the last inspection?

There was one point for consideration from the last inspection of staff enabling and planning increased opportunities in personal and social development for children to: (a) take initiative; (b) select an activity or resource; and (c) to work independently. Very good progress has been made. The group have purchased a child height unit to enable the children to self select resources. Sessions are organised with free play activities, allowing children to make their own choices and work independently. Staff are suitably involved in activities and allow children to take initiative as appropriate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing self confidence and self esteem, they are confident to make choices within their play. They are forming good relationships with adults and peers, early friendships are developing. Children work well together, they share, take turns and seek others to enjoy their experiences. They know the routines and agreed codes of behaviour and follow these well, like using of the computer and sharing the resources. Children concentrate at length, on chosen tasks, like making puzzles.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well, they use language well to communicate and negotiate within their play. They are developing an awareness of letters and letter sounds. New letters are introduced each week and children are able to name new words beginning with each letter. The children are surrounded by a print enriched environment and are developing an appreciation of books. They have opportunities to write spontaneously, their emergent writing is being developed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count in everyday activities like the days of the month when setting the calendar. They are able to recognise the numbers 1 - 10 in the numeral form, some can recognise beyond 10. They are beginning to develop an understanding of simple calculation and can recognise when two groups of numbers add to the same amount. Children are developing an understanding of shape and size, they use this knowledge in their play to complete complicated puzzles and make tap a shape pictures.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through topic work the children are learning to respect the cultures and beliefs of others. The children are given opportunities to investigate and explore the community in which they live, they are developing an understanding of the differing roles of people within the community. Regular opportunities are offered for them to learn about and use everyday technology and ICT equipment. Children are developing their computer skills.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children experience a variety of activities and are developing small and large motor movements. A good range of resources such as indoor physical play equipment is available and used well on a daily basis. Children show control and coordination when using large and small scale equipment. They use a range of tools and equipment with confidence and dexterity like scissors, paintbrushes and glue sticks. Children respond very well to staff's support and use equipment carefully and safely.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination well through a variety of ways including role play and craft activities. Children act out situations which are familiar to them, adults encourage this and involve themselves when invited. Children's individual creativity is valued, they are encouraged to develop their own artistic flair through art and craft activities. Children enjoy music and they have regular opportunities to explore different aspects of music. They sing favourite songs with enthusiasm.	

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 the following:
- develop activity evaluations to ensure activities are evaluated against the stepping stones within each area of learning, rather than the early learning goal.

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.