



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511119

DfES Number:

INSPECTION DETAILS

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| Inspection Date | 22/01/2003 |
| Inspector Name | Jenny Scarlett |

SETTING DETAILS

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| Setting Name | St. John's Pre-School |
| Setting Address | St. Johns Pre-School Newbury Berkshire RG14 |

REGISTERED PROVIDER DETAILS

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|------|-----------------|
| Name | Mrs Jackie West |
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ORGANISATION DETAILS

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| 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 |
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| St Johns Pre-School opened in 1971 and moved to its present accommodation in 1998. The pre-school operates from the St Richards Room in St Johns Church close to Newbury town centre and the A343. The group has access to a kitchen, toilets and a small outdoor area. The pre-school serves the local community. The pre-school opens four mornings a week during school term time. Sessions last from 9.15am to 11.45am. The pre-school is registered to provide 24 places for children aged between two and five years old. There are currently 28 children on roll. These include 20 funded three year olds. The pre-school accommodates children with special needs. There are no children attending who speak English as an additional language. Three part time staff work with the children. Two staff have Early Years qualifications. The pre-school receives support from a teacher from the 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?

St Johns Pre-School offers good quality pre-school education where the children learn through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the stepping stones. They make good progress in Personal, Social and Emotional Development and Communication, Language and Literacy. Teaching is generally good. The key strengths in PSED and CLL are due to the interaction of staff engaging in conversations with the children and nurturing their self esteem. Staff have good knowledge of the stepping stones which enables them to plan activities appropriately. Although there are no children with Special Educational Needs currently attending there is an effective system in place to provide good support. All children are encouraged to express their ideas and thoughts verbally. However there is less challenge in their freely chosen activities for them to develop their mathematical understanding, for example of subtraction. The assessment of the children's learning has improved. Children behave well in response to the high expectations and sensitive support of staff. Leadership and management are generally good. Much of the success of the pre-school is due to the well structured management system. They ensure a shared understanding of good early years practice. Management monitor the development plan and evaluate the pre-school provision. The partnership with parents is very good. Parents are well informed about the pre-school, its routines and the curriculum. Good quality written information for all aspects of the provision is made available to parents.

What is being done well?

Children speak clearly and confidently as a result of the staff's interest and engagement in their play and conversations. Children's PSED is generally good. The children are confident, sociable and have caring relationships with each other and staff. Staff work well as a team to provide a interesting programme of activities. Children respond enthusiastically to new experiences. They express their ideas freely through a good range of activities.

What needs to be improved?

Opportunities for children to explore the mathematical concept of subtraction in everyday practical activities.

What has improved since the last inspection?

The setting has made good progress since the last inspection. A new record keeping system that relates clearly to the stepping stones has been introduced. The children's assessments are focussed and enable staff to record the children's progress effectively. Staff are continually evaluating ways for parents to have more

involvement in their child's progress. The system for planning has been developed. Staff have developed their knowledge of the stepping stones through training and confidently plan and evaluate the activities. Staff plan a broad curriculum that links to suitable themes with practical play activities to help the three year olds learn.

SUMMARY OF JUDGEMENTS

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children make generally good progress in personal, social and emotional development. They express their needs confidently and relate well to each other and to adults. They become interested and involved in their play, which supports their learning in many areas. | |
| COMMUNICATION, LANGUAGE AND LITERACY | |
| Judgement: | Generally Good |
| Children make generally good progress in communication, language and literacy. Many children are confident speakers and engage easily in conversations with each other and with adults. They explore new words and extend their vocabulary enthusiastically. Children listen and respond to stories enjoying visual props to aid their learning. Children are confident in finding name cards and are beginning to understand that print carries meaning. | |
| MATHEMATICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children's progress in mathematical development is generally good. Children learn how to use numbers in everyday situations and show that they understand size and shape. Many children count up to and beyond ten. Some children are confident in comparing groups of numbers. There are good one to one activities to extend the children's understanding of matching and comparing. They do not always consolidate or develop mathematical learning, for example subtraction, in every day activities. | |
| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
| Judgement: | Generally Good |
| Children's progress in knowledge and understanding of the world is generally good. Children experience a good range of activities and learn from first hand experiences and using their senses. Children are confident in designing and making skills. They use a range of recycled materials, construction activities and play dough to extend their skills. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions. | |
| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children make generally good progress in physical development. Children access a range of tools and activities to enhance their physical development. They develop confidence in balancing and climbing. The children are confident in their independence skills and show good awareness of basic hygiene. Many of the children are able to control pencils, pens and scissors with a good range of activities to develop their manipulative and small muscle skills. | |

| CREATIVE DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children make generally good progress in creative development. Children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a good range of activities including role play, creative activities and movement. | |
| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |

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| OUTCOME OF THE INSPECTION |
| The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time. |

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| WHAT THE SETTING NEEDS TO DO NEXT |
| Explore ways to extend mathematical concepts with subtraction in everyday practical activities. |