



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY277589

DfES Number: 530009

INSPECTION DETAILS

Inspection Date	14/01/2005
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Creche Day Care, Out of School Day Care, Full Day Care
Setting Name	Wycliffe Pre-Prep
Setting Address	Ryeford Hall Ebley Road Stonehouse Gloucestershire GL10 2LD

REGISTERED PROVIDER DETAILS

Name	Wycliffe Preparatory School 255632 311714
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ORGANISATION DETAILS

Name	Wycliffe Preparatory School
Address	Ryeford Hall Ebley Road Stonehouse Gloucestershire GL10 2LD

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

Wycliffe Nursery and Kindergarten operates from within the Wycliffe Pre-Prep department. They are situated in a self-contained unit which houses the upper nursery, kindergarten and two reception classes. The groups serves the local area.

There are currently 33 children aged three to four on roll. This includes 12 funded three-year-olds and 21 funded four-year-olds. Children attend for a variety of sessions. The setting can support children with special needs and those who speak English as an additional language.

The groups opens five days a week during school term times. Sessions are from 08.30 until 15.00.

Ten staff work with the children. Three are qualified teachers and five others have recognised early years qualifications.

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

How effective is the nursery education?

Wycliffe Pre-Prep offers high quality provision which helps children to make very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage. They plan and offer an exciting and interesting range of activities to the children. Over time these cover the six areas of learning. Activities help to extend and develop the children's skills. There is scope to improve the opportunities for children to enjoy less structure in their learning. Relationships with children are good. Staff promote self-esteem and confidence through praise and encouragement. Staff systematically observe and assess the children's progress. This information is then used to aid future plans to help the children to move on to the next stage in their learning.

Leadership and management is very good. The staff team work well together and are clear about their roles and responsibilities. Good links are in place between the staff and teaching staff at the school. They constantly review and update their practice following training. The professional development of all staff is actively encouraged by the management. Everyone involved at the setting is committed to improving the quality of the care and education which is provided.

Partnership with parents is very good. Parents are given opportunities to be involved in their child's learning through sharing library books and completing the "home to school" books at home. They help their children to find artefacts about topics being covered. Parents are given good information about the Foundation Stage. There is scope to improve parents access to daily activity plans. Daily informal exchanges of information take place between staff and parents.

What is being done well?

- Children develop good relationships with staff and other children. They relate and make attachments to members of their group, for example, the three-year-old who knew his friend wasn't at nursery that morning.
- Staff interact well with the children. They work closely with the children throughout the session to support and extend their play. They know when to interact with the children, but also when to step back and let the children lead.
- Staff use effective questioning to develop children's knowledge and understanding. They encourage the children to think for themselves and to demonstrate what they know.
- Staff provide positive role models for the children. They set clear, reasonable and consistent limits. They have reasonable expectations of children's behaviour.

What needs to be improved?

- the arrangements for ensuring children's learning is less structured
- the procedures for sharing plans of daily activities with parents

What has improved since the last inspection?

The group have made very good progress since their last inspection.

At the last inspection the group were asked to:

regularly assess children's attainment and progress and use this to inform future planning.

Staff are now systematically observing and assessing children's progress. They use a variety of methods to do this, including dated examples of work, photos and written observations. The children's individual records are then used to inform future plans for the children to ensure they are all making progress in their learning.

regularly share information about children's attainment and progress with parents and give parents opportunities to share observations of learning at home.

Staff have introduced a "home to school" book for parents to complete with observations of their child at home. Staff and newsletters re-enforce the settings "open door" policy, which encourages parents to chat informally with parents regarding their child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have a positive approach to new experiences. They show increasing independence in selecting and carrying out activities. Most four year olds concentrate and sit quietly when appropriate. Children form good relationships with adults and peers. They express feelings in appropriate ways. Children initiate interactions with other people. They show a sense of pride in their own achievements. Children manage their own personal hygiene. Four-year-olds operate independently within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Three-year-olds listen to others when the conversation interests them. Some children talk activities through, reflecting on and modifying what they are doing. They listen to stories with increasing attention and show interest in illustrations. Children begin to distinguish one sound from another. Four-year-olds hear and say initial sounds in words and begin to recognise some familiar words. Children engage in activities requiring hand-eye co-ordination. Four-year-olds form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an interest in numbers and counting. Three-year-olds willingly attempt to count with some numbers in the correct order. Three-year-olds recognise numerals of personal significance. Four-year-olds recognise numerals to nine. Four-year-olds say with confidence the number that is one more than a given number. Children show an interest in shape, size, space and positional language. Children have opportunities to look at height, weight and capacity. Children instruct a programmable toy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show an interest in why things happen and how things work. They have the chance to show an awareness of change when cooking or looking at life cycles. Children join construction materials together to build and balance. They use simple tools safely. Children remember and talk about significant things that have happened to them. Four-year-olds begin to differentiate between past and present. Children show an interest in ICT. They know how to operate simple equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move in a variety of ways such as walking, running and jumping. Children show increasing control over clothing and fastenings. They show respect for other children's personal space when playing among them. Children show an awareness of their own needs with regard to hygiene and eating. They observe the effects of exercise on their bodies. Children demonstrate increasing skill and control in the use of mark-making implements and small world activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are beginning to differentiate colours. They make three-dimensional structures. Children have chances to combine different media. Children explore the different sounds of musical instruments. Three-year-olds join in favourite songs. Children engage in imaginative play based on their own first-hand experiences, such as visiting the doctor. They use available resources to create props to support role play. Children show an interest in what they see, hear, smell, touch and feel.

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:
- the arrangements for ensuring children's learning is less structured.

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.