



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 103780

DfES Number: 521888

### INSPECTION DETAILS

Inspection Date 09/07/2004  
Inspector Name Jane Wakelen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name ABC Pre-School Group  
Setting Address 13-14 Mercury Close  
Rochester  
Kent  
ME1 3AT

### REGISTERED PROVIDER DETAILS

Name The Committee of Action For Borstal Community Project  
3364165 1063842

### ORGANISATION DETAILS

Name Action For Borstal Community Project  
Address 13-14 Mercury Close  
Borstal  
Rochester  
Kent  
ME1 3AT

## 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

ABC Pre-school was established in 1995.

It forms an integral part of the ABC Project which has a charitable status and offers a wide range of services to the local community.

It operates from two converted residential flats with an additional room, which it has sole use of.

There are currently 28 children from two to four years on roll. This includes 13 funded three year-olds and 5 funded four year-olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and no children with English as an additional language.

The group opens five mornings a week and two afternoons during term time only. The afternoon sessions are for the four year-olds. Sessions are from 09:15 to 12.00 and 13:00 to 15:30.

Eight staff work with the children, with a manager who is responsible for the administration tasks and to cover staff absence. Over half the staff have early years qualifications to NVQ level II or III. Two staff are currently working towards a recognised early years qualification.

The setting receives support from a teacher 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?

The provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals, with very good progress in Personal, Social and Emotional Development.

The quality of teaching is generally good. Staff work well as a team and operate a key worker system to ensure all children have their development progress monitored, recorded and observed. They have a generally good understanding of the Early Learning Goals and ensure the plans reflect all the six areas of learning. Activities are varied and staff use effective questioning to extend children's language skills and vocabulary.

Staff build good relationships with the children, supporting them and building their self esteem and confidence to try new experiences. They encourage children to share, take turns and help each other. However, staff need to raise their expectations of the children's abilities to ensure the more able children fulfil their full potential and are provided with a challenge when carrying out activities.

The leadership and management of the group is very good. All members of staff are supported by the manager, who in turn is supported by the projects manager. Regular staff meetings are held to constantly monitor the provision, the curriculum and the plans to ensure all areas are given equal consideration. Staff receive yearly appraisals and training is promoted for all staff.

The partnership with parents and carers is very good. Parents spend time talking informally to the staff about the day's events and the progress of their child. They receive a daily contact book, which staff complete and encourage parents to share any comments. Parents are kept informed about the theme and activities their child will be taking part in. Parents are encouraged to attend open days to view their child's assessment records and sign to agree the learning plans, for the children's next steps.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are enthusiastic, well motivated and learn to care for each other and the playgroups pets. Staff help raise children's self esteem and confidence through praise and encouragement.
- Staff have a sound knowledge of the stepping stones and early learning goals; they work well as a team, monitoring children's progress and planning their next steps by providing a variety of activities.
- Staff use the computer effectively to promote children's literacy and numeracy skills together with their knowledge of their world around them,

helping to develop their vocabulary.

- Partnership with parents is a strength of the pre-school. Parents have daily informal opportunities to talk to staff and are kept well informed about activities and events within the group.

#### **What needs to be improved?**

- short term plans, to state what children are expected to learn from routine activities and how the activity will be differentiated for the different abilities of the children
- creative activities, to encourage children to use their imagination and the opportunities to have regular use of musical instruments
- opportunities for children to practice their early writing and numeracy skills in practical, routine activities.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The staff have devised new curriculum planning sheets which are displayed on the noticeboard for parents, clearly stating the activities and the areas of learning. They have also developed assessment sheets, which record children's progress through the stepping stones, in the six areas of learning.

Under the guidance of the manager, the existing Special Educational Needs Policy has been developed and revised. One member of staff is now the SENCO co-ordinator and has completed a recognized course, together with liaising with outside agencies and other professionals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children build their confidence and self esteem through adults who are sensitive to their needs. They develop relationships with the adults and their peers, helping them feel part of the group and learning to share and take turns. Children learn to be independent, changing their shoes and spreading butter on their bread. They show enjoyment and good concentration skills in large and small groups, looking at books or carrying out an activity.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators sharing experiences from home, and expressing their likes and dislikes, such as at snack time. They enjoy repeating the golden rules of the pre-school and are keen to ensure other children understand them, such as putting the toys away at the end of the session. Children enjoy sharing books with adults and learn to recognize their name from their name card at snack time. They look at the letter of the week and find objects that begin with that letter.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count how many children are present at register time and begin to learn simple addition and subtraction, when deciding if there are more girls or boys. They name and recognize 2D shapes when using magnetic shapes or the shapes on the tables. Children are beginning to use some mathematical language in their play, such as 'bigger than and smaller than' when playing with the dough. They compare eye colour and record which colour is the most popular.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities and use of the computer help children learn about the natural world and the world they live in. They learn to take care of pets, plant cress and observe changes in the weather and the seasons. They study different countries, and use postcards and a map to learn where different countries are. They celebrate different festivals from around the world and gain an understanding about diversity. Children build and construct using building bricks and recyclable materials.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children have regular opportunities to develop their physical skills using a range of tools and large play equipment. They learn to climb, jump and balance on the climbing frame and manoeuvre sit and ride toys around obstacles developing their spatial awareness. Children learn to use tools with control and precision, using scissors, rolling pins and cutters with the dough. They develop their hand/eye co-ordination through sticking sequins, decorating biscuits and building with lego.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have regular access to a role play area which relates to the theme. They enjoy dressing-up and acting out familiar roles and experiences. Children use a good variety of collage materials and resources to create an end product, although this activity tends to be adult led. Children experiment with paint, learning about mixing colours and give full details about their painting.

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

## 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.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- extend short term planning to clearly state what the children are expected to learn and how the activity can be differentiated to accommodate the needs of all the children
- promote children's imaginative skills in music and art and craft activities allowing children to initiate their play.
- expand opportunities for children to practice early numeracy and writing skills in practical, routine activities.

*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.*