



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 301817

DfES Number: 520990

INSPECTION DETAILS

Inspection Date	01/02/2005
Inspector Name	Shirley Peart

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Riding Mill Pre-School
Setting Address	Church Lane Riding Mill Northumberland NE44 6DR

REGISTERED PROVIDER DETAILS

Name	The Committee of Committee of Riding Mill Pre-School
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ORGANISATION DETAILS

Name	Committee of Riding Mill Pre-School
Address	Church Lane Riding Mill Northumberland NE44 6DR

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

Riding Mill Pre-School has been open for approximately 20 years. It operates from one main room in the village hall, in the centre of Riding Mill, Northumberland, which is a rural area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from Monday to Friday from 09.00 to 11.45 and on Tuesday and Thursday from 12.45 until 15.00 during school term times. All children have access to an enclosed outdoor play area.

There are currently 26 children on roll. Of these, 20 children receive funding for nursery education. Children come from a close catchment area, as most of their parents live locally.

The pre-school employs five staff, three of the staff, including the manager and deputy, hold appropriate early years qualifications and one staff member is working towards a qualification.

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

How effective is the nursery education?

Riding Mill Pre-School provides a welcoming environment where children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, communication, language and literacy and mathematical development.

The quality of teaching is generally good. Staff make learning fun for the children. Very good planning clearly shows differentiation between three and four-year-olds, this is linked directly to the stepping stones and early learning goals. Staff use lots of open ended questions to enhance children's language for communication, they engage children in conversations well. The staff are calm and competent when dealing with children's behaviour, they are very good role models. There are some good written observations as to what the children can do, however the observations are not linked to assessment. Activities are evaluated, but children's learning and understanding is not. Therefore, assessment does not monitor or show how the individual child is making progress, in relation to the stepping stones and early learning goals.

Leadership and management is generally good. The manager is clear about her role and assists, guides and supports staff effectively. She includes them fully in the activity planning process. She continually evaluates the provision to ensure that children's all round needs are met and that the education provision and planning is effective. She is currently working on the assessment system.

Partnership with parents is generally good. Good information is given to parents in the useful prospectus and newsletters which keep them informed of topics, themes, what the children will do and how they can help. Staff make themselves available to parents when necessary. However, limited information is given to parents on children's progress and they have a limited knowledge as to how staff monitor this. There are plans in place to address this, in the near future.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, happy, settled and independent within their environment.
- There is a very strong emphasis on communication, language and literacy. Children are given lots of opportunities to develop their writing, speaking and reading skills. Children enjoy holding conversations with their friends and staff, when talking about themselves and events that have happened.
- The planning system is very good. It clearly shows differentiation between three and four-year-olds. The staff use useful planning activity sheets that clearly demonstrate the learning outcome, activity, resources and what

staff/children will do. Therefore, there some interesting and meaningful activities on offer for the children.

- Staff use lots of interesting, fun and meaningful ways to assist children's learning. They have good relationships with the children and are very good role models.

What needs to be improved?

- the provision for knowledge and understanding of the world, specifically related to using technology
- the assessment system, so that this shows how individual children are making progress in relation to the stepping stones and early learning goals
- the way in which parents are informed of their child's achievements and progress in relation to the stepping stones and early learning goals.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. They were required to encourage children to take responsibility for treating resources correctly and to reduce the time spent completing individual overviews of attainment.

Staff have regular 'tidy-up-times' where children are fully involved. Children are reminded throughout the day to return their toys and equipment and the reasons why. Children are able to state clearly why they should look after their resources.

The assessment system has been changed since the last inspection, however this is still being developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are independent, they are able to use the bathroom, manage their aprons, dressing up and own clothes with confidence. They are settled within the environment and confident; they approach adults with ease, are helpful and assist to tidy up. Children share with others well and are able to make good connections with their home life, they enjoy explaining and talking about things that have happened to them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three and four-year-olds can use writing materials appropriately during everyday play as well as planned activities. They form letters correctly, attempt to write their name and manage successfully. Children are able to recognise their names easily during registration and snack time. They are learning letters well by repeating the sounds of letters and by copying during planned activities. Both three and four-year-old children are confident speakers, they hold conversations very well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are keen to demonstrate that they understand numbers and that they are able to count. They are grasping a good concept of numbers through effective and fun ways of teaching. Both three and four-year-olds are developing a good understanding of positions as they are involved in meaningful/practical activities, such as hiding the sheep in different positions within the room. Children use mathematical language well during everyday play such as bigger, tallest and longest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are gaining a good understanding of their environment and the things in it. They are actively involved in planned activities, such as outings and by having visitors into the pre-school. Children are able to use materials well to create a design, such as weaving. They are able to build and balance well with construction materials, make a model and name it. Children have limited opportunities to develop skills in using Information Technology or to operate programmable equipment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to use a range of small tools with good hand/eye coordination to achieve their aim. They demonstrate good spatial awareness, they are keen to follow instructions and manage well. Children understand how to use climbing equipment safely, they are able to state what they need to do to keep themselves safe. Children show good control when climbing, sliding, pushing and pedalling.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are gaining a good knowledge of colour and are able to differentiate colours successfully. Children sing spontaneously when they know a familiar song. They use their imaginations well during role play situations and thoroughly enjoy their play. Children can pretend that one object represents another, such as in the imaginary 'Vets'. Children have a limited range of daily activities that enhance the use of their senses, such as exploring objects of natural materials.</p>	

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

- Develop the provision for knowledge and understanding of the world to ensure that children are given further opportunities to enhance their skills, specifically related to using technology.
- Continue to develop the assessment system so that this shows how individual children are making progress in relation to the stepping stones and early learning goals.
- Enhance the way in which parents are informed of their child's achievements and progress in relation to the stepping stones and early learning goals.

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.