



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY222181

DfES Number: 584601

### INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Alison Putnar

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Worthington Pre-School
Setting Address	Worthington Primary School Main Street, Worthington Ashby de la Zouch Leicestershire LE65 1RQ

### REGISTERED PROVIDER DETAILS

Name	Worthington Pre-School Group 1060873
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### ORGANISATION DETAILS

Name	Worthington Pre-School Group
Address	Worthington Primary School Main Street, Worthington Ashby-de-la-Zouch Leicestershire LE65 1RQ

## 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

Worthington Pre-School opened in 1996. It operates from the school hall within Worthington Village School and serves the surrounding areas. The school playground is available for outdoor activities. The pre-school is managed by a committee elected from parents and carers and is a member of the Pre-school Learning Alliance.

The setting is registered to receive education grant funding for 3 and 4-year-olds. There are currently 18 children from 2 to 5 years on roll. This includes 10 funded children. Children attend for a variety of sessions. The setting supports children with special educational needs. There are no children who speak English as an additional language.

The group opens 3 sessions a week, Monday, Tuesday and Thursday during school term-times. Sessions are from 09:00 until 11:30.

There are 4 members of staff who work with the children, all have relevant childcare experience. The person in charge has an early years qualification and the deputy is working towards this. The setting works closely with the school and receives support from practitioners from Leicestershire 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?

Worthington Pre-school provides good quality nursery education provision where children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development through the skills of the supportive and caring staff. Effective systems are in place to support children with special educational needs.

The quality of teaching is generally good overall. A key strength in the setting is the staff's commitment and enthusiasm, encouraging children to be active participants in their learning environment. Staff manage children's behaviour well and form close relationships. They use their knowledge of the children to foster language skills and engage children in play. Senior staff have a good understanding of the early learning goals and plan an interesting range of worthwhile activities. Staff observe and record children's development, although the current system is not fully effective. The structure of the session is balanced with good emphasis on free play. However, some group times are less well organised and adversely affect children's learning opportunities.

The leadership and management are generally good. Senior staff act as positive role models and lead the session well. They are committed to building their skills through achieving relevant qualifications. All staff willingly attend short training events to develop their skills and, as a result, the quality of teaching. Systems for monitoring the quality of teaching and activity plans are not yet rigorous in ensuring all areas of the curriculum are equally covered.

The partnership with parents is generally good with some very good aspects. Good relationships are developed and parents are encouraged to be involved in many ways. They are well informed about the curriculum and support children's learning through bringing topical items from home. Staff and parents discuss children's development informally, but rarely review development records.

### What is being done well?

- Children make very good progress in their personal, social and emotional development as a firm foundation for other learning. They are confident, happy and active in the setting, forming close relationships with staff and their peers.
- Staff are enthusiastic, they plan an interesting range of activities and engage in play effectively, supporting children's learning through their own interaction and use of language.
- Staff's provision of a wealth of stimulating activities each session and good emphasis on free play, ensures older children concentrate and persist, while younger ones make progress as they freely explore and investigate.

- Staff make good use of the local environment and resources to encourage children to learn about the natural world and explore their senses.

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

- systems of identifying children's stage of development, how this information is recorded and used effectively to inform future planning
- older or more able children's confidence in attempting writing for a purpose and forming letters such as those in their names
- staff's knowledge of the stepping stones in mathematical development; and their use of the wide range of practical activities to support children's mathematical learning particularly in number recognition and early concepts of calculation
- organisation and grouping of children at times to enable staff to pitch activities at an appropriate level; thus sustaining younger children's interest and enabling older children to listen and concentrate without disruption

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

Generally good progress has been made in addressing the three key issues raised at the last inspection. There have been several changes to senior staff, which in the past has impacted on the opportunities for training and developing staff's knowledge of the early learning goals. However, the current staff team are working well together. They have identified areas for improvement and are taking on board advice and training from relevant professionals. Under the leadership of the supervisor the staff are developing their knowledge of the foundation stage and building a clearer understanding of what they want children to learn from activities.

A major factor in the improvement of the setting is the increased opportunities for children to explore the natural environment. Staff make good use of the local area with regular walks out and planned trips. Staff also bring the outdoors into the setting effectively with interesting activities. For example, growing plants or the butterfly farm where children observed changes from caterpillar to butterfly. Children are keen explorers. They enjoy observing differences when experimenting with the effect of wind on natural materials including: leaves; twigs and conkers; and many other activities that encourage children to question and explore.

Very many opportunities are provided for children to freely select resources and use their own ideas during art work; as a result children have good imaginative skills and construct wonderful models with recyclable materials or create paintings. However, the freely accessible range of materials and tools used for joining is limited and children could be offered more choices, for example, string and tape.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and confident. Many independently access resources and concentrate for long periods at self-chosen activities. They form good relationships and invite friends to join in their play. Children are willing to share and take turns, younger ones develop these skills appropriately encouraged and praised by staff. Routines such as 'tidy up' time help the children to develop a sense of responsibility. They explore feelings and beliefs through various interesting topics.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many opportunities are created for children to develop their language in play and talk about their experiences, as a result they have good language skills. Their listening skills are sometimes hampered at group times, as the various ages are altogether. Mark making implements are readily available during craft activities, although opportunities for older children to develop writing skills are less well promoted. Children enjoy stories read by staff and handle books carefully in the book area.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count and benefit from visual activities, for example, the use of puppets during number songs. However, this is not sufficiently extended to enable children to develop number recognition. Number games and counting equipment are used to develop some mathematical concepts, for example, sorting and comparing size. However, opportunities for children to consolidate early calculation skills during practical activities are missed, for example, at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Many interesting activities encourage children to investigate and explore using their senses. They form models with construction sets and select from a range of recyclable materials, but rarely use different mediums for joining. Children use a computer and access a good range of everyday technology during role-play, such as, phones, tills and calculators. Regular opportunities are provided for children to explore the natural world and events in their own lives and in the wider world.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Regular opportunities and a wide range of resources are provided for children to develop their fine motor skills, for example, using clothes pegs to hang out dolls clothes. Large physical equipment is available but less regularly planned. Children make use of the outdoor area for developing body movements and control skills when using balls and hoops. They enjoy moving to music in various ways. They have an awareness of healthy practises, hand washing at snack time, for example.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Opportunities are frequently created for children to freely explore their imagination and creativity using a range of malleable and craft resources. They create 2D and 3D models and pictures using their own ideas. Children join in with familiar songs, explore the sounds of instruments, and listen to music, but less frequently explore different types of music. The role play area and resources are varied encouraging children to act out familiar experiences and create their own story lines.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- review and expand the system of assessing and recording children's developmental progress. Ensure these documents: show progression towards the early learning goals; identify any areas where children need support; and are used effectively to inform future planning, enabling all children to reach their full potential
- increase the use of practical activities and opportunities that encourage children to attempt writing for a purpose and further develop mathematical skills of number recognition and simple calculation
- review the organisation and grouping of children at times to ensure group times are more manageable, purposeful and sustain all children's interest.

*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.*