



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY218787

DfES Number: 583356

INSPECTION DETAILS

Inspection Date	17/01/2005
Inspector Name	Lynn Clements

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Lawrence Church Pre School
Setting Address	Hillhouse Primary School Ninefields Waltham Abbey Essex EN9 3EL

REGISTERED PROVIDER DETAILS

Name	The Committee of St Lawrence Church Pre School
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ORGANISATION DETAILS

Name	St Lawrence Church Pre School
Address	c/o Hill House School Ninefields Waltham Abbey Essex EN9 3EL

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

St. Lawrence Church Pre-school was established in 1984 and operates from a classroom within a local Primary School in the a residential area of Waltham Abbey. A maximum of 20 children may attend at any one time. The pre-school is open each weekday from 09:05 to 11:50 during term times.

There are currently 24 children on roll. Of these 16 receive funding for nursery education. Children attend from the local area. The pre-school supports a small number of children with special educational needs and English as an additional language.

The pre-school employs six staff. Five have relevant early years qualifications including the manager. One member of staff is currently working towards a level three qualification, and the manager is studying to degree level in childcare and education. The group works closely with the Early Years Development and Childcare Partnership (EYDCP) and the Pre-School Learning Alliance. (PSLA) and receives support from the Area Special Educational Needs Co-ordinator (SENCO).

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

How effective is the nursery education?

The provision for nursery education at St Lawrence Church Pre-school is good. It enables children to make generally good progress in communication, language and literacy, mathematical and physical development and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have worked hard to gain relevant qualifications and they are beginning to use this knowledge in planning and improving the education offered. Staff understanding of the Foundation Stage curriculum is developing and they provide appropriate learning through play. Children use their imagination while investigating activities and resources within a free flow, child centred environment. Positive relationships with children provide opportunities for staff to question and extend children thinking skills. However, opportunities to extend writing skills and build children's ideas regarding healthy eating at snack time require further development. Staff are caring and sensitive and behaviour is very good. Children are encouraged to share, take turns and respect each other.

Staff are currently developing their key working systems and are working closely with the primary school to ensure assessment records are informative and enable children to move smoothly into the reception class. Staff will continue to develop records to provide opportunities for parental participation and to clearly identify children's next steps for learning.

Leadership and management is generally good. Managers and staff meet regularly to discuss daily routines and a child focused curriculum. Appraisals are being developed to build on staffs existing skills drawing on their strengths to define roles and responsibilities enabling them to provide good quality care and education.

Partnership with parents is very good. Staff are approachable and professional in sharing information. Parents are confident with the group and feel included.

What is being done well?

- Aspects of teaching which includes professional development is excellent. Staff's attention to training has increased their knowledge and understanding regarding the Foundation Stage curriculum and how young children learn through play and investigation. They provide interesting activities for children to explore which directly builds on previous learning.
- Parents in partnership is strong. Staff and parents maintain open communications and share verbal information on a daily basis. The approachable manner and professionalism of staff ensures that continuity between home and the pre-school is fostered appropriately.

- Children's progress in personal, social and emotional development is very good. Staff provide accessible resources, props and equipment which enables children to build on their independence, extending their play and learning at their own pace.
- Aspects of leadership and management are effective and constructive and clearly take account of both the children's and staff needs. The current manager is proactive in developing an appropriately qualified and responsive staff team who working together ensure children's development and interests remain paramount.

What needs to be improved?

- children's records of assessment
- opportunities for children to develop their writing skills
- opportunities for children to develop health and bodily awareness.

What has improved since the last inspection?

The group has made generally good progreee since the last inspection.

Planning procedures are now in place and continue to be developed. The pre-school works closely with the primary school to ensure systems build on children's previous experiences.

Language and literacy has been extended to provide opportunities for children to explore information and story books individually and during group times. New activities to support sounds, letters and simple word recognition include jolly phonics. However, evidence of more able children being encouraged to write their own names or use writing for a purpose are limited and therefore remains an area for development.

Mathematical opportunities actively encourage children to count each other and objects and record their findings.

Assessment records continue to be developed and this area is taken forward at this inspection to ensure children's next steps for learning are identified and opportunities for parental involvement are encouraged.

There is a clear prospectus, and multicultural and ICT resources are in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children select props and resources independently to extend their play. They take care of their personal hygiene and help themselves to drinks as required. Children are actively encouraged to share, take turns and respect each others beliefs and customs. Behaviour is very good and their consistent approach and clear boundaries build on children's confidence, self esteem and motivation and they respond well to adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children select story and information books independently and in small groups. They join in repeated refrains at story time and predict what may happen next, developing a good understanding about the elements of stories. Children are beginning to develop their phonic knowledge working with staff using jolly phonics. Writing materials are available in role play situations. However, opportunities for children to use writing for a purpose require further development.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count each other at registration. They are beginning to link addition and subtraction to one more or one less than during spontaneous activities, such as how many cups needed at snack time and when singing number rhymes and songs. Children investigate capacity and quantity and weight and measures during sand, water and cooking activities. They sort objects by size, shape and colour and there are some activities provided for children to explore patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children observe and record changes. They plant a variety of vegetables including peas, potatoes and carrots, watching them grow and harvesting them to eat. Opportunities to explore other cultures and customs helps them to learn about the wider world. Staff have developed ICT and children explore a wide range of programmable toys and resources. They develop a sense of time discussing past and forth coming events at news time and sharing photographic displays of past pre-school events.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children explore movement in different ways and enjoy joining in with music and movement sessions. They travel over, under and through large physical apparatus and use smaller tools and equipment with increasing control and competence. Spatial awareness is very good and children move freely and safely around the setting. They explore malleable materials. The programme for health and bodily awareness is currently being further developed by staff.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff provide interesting opportunities for children to investigate a variety of creative media and textiles. Children listen to music, sing simple song in groups and spontaneously while playing. They use their imagination becoming angels, foxes and wolves. Children use their senses smelling the herbs and flowers they have grown and tasting different foods at snack time. They create 2 and 3D collages and models.

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 current assessment records to ensure children's next steps for learning are clearly identified. Provide more opportunities for parental involvement in the children's development records, sharing information about progress made at home
- provide opportunities for children to develop phonic knowledge and skills. Encourage them to write their own names and provide more opportunities for them to use writing for a purpose, such as writing simple captions on their work or recording simple stories
- increase the opportunities for children to develop health and bodily awareness through spontaneous opportunities, such as healthy eating awareness during snack times and the changes which occur to their bodies when they are active outside.

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.