



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127011

DfES Number: 583498

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Beth Kingsland

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Belgrave Pre School
Setting Address	Clarendon & Westbury Community Centre Belgrave Road Dover Kent CT17 9QY

REGISTERED PROVIDER DETAILS

Name	Mrs Jennifer O'Hare
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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

Belgrave Pre-School opened in 1986. It operates from the Clarendon and Westbury Community Centre, in Dover, Kent. There are three rooms that the children use for work and play, toilets and a secure outside play area. The pre-school serves the local and surrounding areas.

There are currently 59 children on roll, 19 of whom are in receipt of nursery funding. Children attend a variety of sessions each week.

The pre-school has experience of working with children who have special needs and children who speak English as an additional language.

The pre-school opens five days a week during term time from 08.50 to 16.00. They are also open for three weeks in the school summer holidays, from 09.00 to 13.00.

There are 12 staff working with the children, of whom 6 have early years qualifications. There are 2 staff currently completing qualifying courses. The pre-school receives support from a Pre-School Learning Alliance Development worker and a teacher from the 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?

Belgrave Pre-School provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. The pre-school provides children with a warm, caring and welcoming environment.

The overall quality of teaching is generally good. Staff work positively with all children, encouraging them to be confident and self-assured. Staff have an appropriate knowledge of the early learning goals. They plan a balanced range of activities and set challenges for children, allowing them to make appropriate progress through the stepping stones towards the early learning goals.

Staff provide good support to children during the activities they complete and are aware of their responsibilities throughout each session. Although children can select from activities, they receive insufficient opportunities to make independent choice, and to select independently. Opportunities for personal independence for younger children at snack times are limited. Children are generally accommodated appropriately, however, group times are not organised effectively to allow all children to experience activities that are appropriate to their stage of ability.

The effectiveness of assessment and curriculum planning is generally good. Staff have begun to introduce planning procedures and to make observations of children's progress. Staff know children well, however, information from assessment is not effectively used to inform the planning of activities.

The overall quality of leadership and management is generally good. Staff are appropriately led and are beginning to take positive steps to identify weaknesses within the setting. Procedures are being implemented in order to evaluate the effectiveness of the pre-school.

The partnership with parents and carers is good. Parents are greeted warmly when they arrive at the pre-school and receive good opportunities to be informed about their children's progress in learning.

What is being done well?

- Staff support children well. Children are confident; they work well together and have formed good relationships.
- Children communicate well together. They speak confidently as they play freely throughout the activities they complete.
- Staff generally plan the day well. Children experience a range of activities that effectively support children's learning through the stepping stones towards the early learning goals.
- The pre-school is managed well. Staff work effectively together as a strong

team.

What needs to be improved?

- opportunities for children to develop personal independence
- opportunities for children to select equipment for themselves
- the management of group activities
- the use of assessment to inform the planning of activities to meet individual needs.

What has improved since the last inspection?

The pre-school has generally made good progress in addressing the three key issues highlighted from the previous inspection. Staff have begun to plan effectively and are increasing their knowledge of how to reflect aspects of each area of learning within the daily programme of activities. Staff have developed their knowledge of the Code of Practice and support children well during the activities they complete. Opportunities for children to develop an awareness of technology is appropriately provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children work positively and enthusiastically to complete a range of activities. They have developed good relationships together and their behaviour is good. Children confidently select resources that staff set out for them; however, children receive limited opportunities to select for themselves. Younger children's personal independence is not fully supported within the session. Children are introduced to positive images of other cultures and traditions through planned activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently together in groups, communicating their ideas during free-play. Staff generally make effective use of discussion activities to develop and extend children's language skills. Good opportunities are provided for children to write freely and imaginatively as part of free-play activities. Children enjoy large group reading sessions.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children receive appropriate opportunities to count and recognise shapes as part of the daily programme of activities. A good range of mathematical equipment is available within the pre-school and staff make effective use of this to encourage children to solve simple problems as part of practical and free-play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children receive good opportunities to explore the local and wider world and to discuss their home and family life. Staff provide a good range of planned investigation activities that allow children to explore the properties of different materials. Appropriate use is made of planned activities to allow children to look closely at the differences, patterns and change of materials as part of free-play. Children use a range of materials for construction.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children receive regular opportunities to move safely and freely. Staff provide a programme of activities to allow children to use equipment confidently and imaginatively. Good use is made of outside play facilities to allow children to experience a range of activities. Children skilfully use the range of large and small equipment, showing co-ordination and confidence. Opportunities are provided for children to develop their small manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are encouraged to use their imaginations to communicate their feelings, whilst experiencing a balanced programme of creative activities. Children are able to explore their own ideas and discover independently. Children move freely to a range of music and investigate the sounds they hear.	
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

- ensure all children are grouped appropriately to, i) support their learning to meet their individual needs ii) provide activities that are appropriate to their stage of ability
- ensure regular opportunities are provided for all children to become personally independent and to select freely from the wide selection of equipment
- make effective use of assessment to inform the planning of 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.