



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 314750

DfES Number: 510397

INSPECTION DETAILS

Inspection Date 20/10/2004
Inspector Name Jenny Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tickton Pre-School
Setting Address Tickton Hall Cottage
Main Street, Tickton
Beverley
HU17 9RZ

REGISTERED PROVIDER DETAILS

Name The Committee of Tickton Pre-School Committee

ORGANISATION DETAILS

Name Tickton Pre-School Committee
Address Tickton Village Hall
Main Street
Tickton
East Riding of Yorkshire
HU17 9RZ

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

Tickton Pre-School has been serving the local community since 1995. It is located in a village hall 3 miles from Beverley, in East Yorkshire.

The group is registered for 26 children, of whom 17 three year olds and four year olds receive education funding. They currently supports no children with special educational needs or with English as an additional language.

Sessions are each morning from 09-15 to 11-45 and on Tuesday and Thursday afternoons from 12-45 to 15-15 during term time only.

Of the eight staff, four are appropriately qualified. The Pre-School is supported by an adviser from the local authority.

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

How effective is the nursery education?

Tickton Pre-School is of very high quality and children make very good progress towards the early learning goals. Provision for all areas of the curriculum is very good, but the setting excels in creative development and communication, language and literacy.

The quality of teaching is excellent. Staff manage children very well and have very good relationships with them. Planning is meticulous and staff are very clear about what is to be taught and learned, with exciting activities across all areas. Their organizational skills are excellent and resources are used imaginatively to extend learning. Their assessments are very sound, being based on close observations, and these are used to give a clear picture of children's progress and achievements. Staff provide a very good level of individual support, pitched at an appropriate level for 3 and 4 year olds, which challenges children's thinking.

Leadership and management is very effective in providing strong leadership and a clear vision, which guides the aims of the setting. The committed staff have a collaborative approach to all aspects of their work. The monitoring and evaluating of the quality of teaching ensures a consistent approach. Staff set clear and realistic targets and have high expectations for children's learning. The Lead Supervisor is committed to continuously developing the setting through her own and her staff's professional development.

The partnership with parents is very good. They are well informed about the aims of teaching and staff plans for children's learning. They can work alongside staff, supply ideas and share what they know. There is a very useful dialogue, with staff providing activities to extend children at home and parents making comments. Parents have good access to children's records and can discuss these at Open Week and at any other time. These strategies make a very good contribution to the progress children make towards the next steps in their learning.

What is being done well?

- Staff's excellent strategies, imagination and organisational skills to ensure high quality teaching and very good progress in learning.
- The development of children's imagination, problem-solving approach and their use of spoken language.
- Staff's knowledge and understanding of the early learning goals and how children learn. Very strong leadership.
- The motivation of children to be enthusiastic learners with very good concentration.

What needs to be improved?

- the use of a variety of sizes of containers in mathematics to develop children's understanding of quantity
- more opportunities in children's physical development for them to climb and balance.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Staff have introduced many effective measures to improve planning and teaching, some of which were raised as points for consideration at the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The confident, secure, friendly and considerate children are very motivated to learn. They can concentrate for extended periods. They express their feelings in many ways and take pride in achievements. Children are developing initiative in planning their own learning. They are cooperative and very aware of behavioural expectations. Their behaviour is very good. They have very good opportunities to learn about and respect their own and others cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently initiate conversations, take turns in conversations and use spoken language for a very wide variety of purposes. They have many very good opportunities to learn about sounds and rhyme in songs, nursery and action rhymes and poems. They listen very well in large and small groups, especially for stories. Children choose fiction and non-fiction books and use them well. They learn to write well-formed letters with appropriate direction and can read and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning very confidently and enthusiastically to count and recognize to 10 (and some beyond). Those more able children learn how to add and subtract numbers in play and routine activities. They enjoy number activities and are learning to have a problem-solving approach. Children learn to understand and use mathematical language, e.g. describing shapes, very well through good computer games, play and more structured activities. They are learning to recognize maths patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

When learning about the features of objects and living things, e.g. a snake, children are very good investigators. They observe, predict, ask questions and make close observations, sometimes recording these. They have very many chances to learn about features of their local area and beyond and to understand about the roles of people in it. Children are learning to understand the past and to show an interest in technology, with good clicking and dragging skills on the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely, with confidence and consideration for others in a large space. They jump over, crawl through and balance on equipment in an obstacle course. They can control different body parts during moving to music, adjust speed and change direction. Very good activities, eg brushing teeth, help their learning about keeping healthy. They learn through a wide range of opportunities to develop their hand and eye coordination, e.g. holding chopsticks.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities to capture experiences and develop imagination in art and craft, stories, music and role play. They design and create in 2 and 3d, explore shades of colour and mix their own, investigate textures and work creatively in large and small scale. In their imaginative role play they represent experiences and develop play with others. Children learn very well through their senses and respond with enthusiasm to sounds e.g. loud and soft, and rhythms in music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There were no significant weaknesses to report, but consideration should be given to improving the following;
- provide a variety of sizes of equipment to promote teaching of quantity in mathematics
- give children more opportunities to extend their experiences of climbing and balancing on large equipment.

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.