



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 257860

DfES Number: 514588

### INSPECTION DETAILS

Inspection Date	18/11/2004
Inspector Name	Georgina Walker

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Laurence Pre-School & Club 11 Ltd
Setting Address	Broad Street Long Eaton Nottinghamshire NG10 1JH

### REGISTERED PROVIDER DETAILS

Name	St Lawrence Pre School and Club 11 Limited 3995150
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### ORGANISATION DETAILS

Name	St Lawrence Pre School and Club 11 Limited
Address	Broad Street Long Eaton Nottingham NG10 1JH

## 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 Laurence Pre-school and Club 11 Ltd. opened in 2000. It operates from three rooms in premises behind the library, in the town of Long Eaton, Derbyshire.

The full day care facility, which includes a day nursery, pre-school, playgroup and out of school club serves the local and surrounding area.

There is a secure enclosed outdoor play area and the children are taken occasionally to the local playing field for relevant activities.

The facility opens five days a week all year, except Bank Holidays. Sessions are from 7.30 until 18.00. Pre-school sessions are from 9.10 until 11.40 and 12.30 until 15.00, term time only.

There are currently 110 children from 2 1/2 years to 11 years on roll. This includes 37 children who receive funding for nursery education.

The setting currently supports two children with special needs and two who speak English as an additional language.

The facility employs nine full time and six part time staff who work with the children. Over half the staff hold appropriate early years and play work qualifications. Three staff are currently working towards a recognised early years or play work qualification.

The setting receives support from Derbyshire Early Years Development and Childcare Partnership (EYDCP).

The facility is owned and managed by a limited company made up of two of the qualified members of staff, who work daily in the setting.

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

### How effective is the nursery education?

St Laurence Pre-school and Club Ltd. provides good quality nursery education and children are making generally good progress overall towards the early learning goals. Children have access to range of resources, which is constantly being increased where gaps are recognised. Some resources are not directly available for children to develop independence or spontaneous play. Outside play is promoted and well used.

The quality of teaching is generally good. Staff are committed to accessing further training and the ongoing monitoring of the provision. They have discussions on planning, resources, development and assessment records and children's individual needs. Planning and evaluation is not yet fully effective to ensure all areas of learning are included regularly. Staff provide an extensive range of themes and topics to ensure children learn about their surroundings and the wider community. The staff effectively promote children's awareness of diversity in society and ensure children's individual needs are met. Staff have a sound knowledge of special educational needs and ensure children are successfully integrated.

Leadership and management is very good. The qualified owners are on onsite and work with the experienced staff group. The staff meet regularly and recognise the need to continually evaluate practices. They seek advice, training and support from the EYDCP. They are committed to the improvement of children's care and education. Staff work very well as a team to create a happy, warm and welcoming environment in which children learn.

Partnerships with parents are very good. Written information is provided regarding the services and provision. Children's developmental progress is shared in writing. Parents are invited to be involved in their child's learning and have opportunities to record information in the notebook sent home weekly with the library book scheme. Parents are made aware of the current themes and topics.

### What is being done well?

- The interaction between members of staff and children to consistently extend knowledge, learning and experiences in a warm and welcoming, happy environment. This results in children being well behaved, using good manners and a developing understanding of others needs.
- Children have access to an extensive range of resources which are constantly being increased. They are well presented in the two playrooms, and outdoors, and encourage children to be purposefully occupied in play and learning. This has resulted in their progress in knowledge and understanding of the world and physical development being very good.
- Children with additional needs are fully integrated into the pre-school and

activities are adapted to ensure all children progress at their own pace, with appropriate challenges set by the staff.

- Leadership and management is very good as the owners are onsite. They provide a high ratio of staff and lead by example in caring for the children and extending educational experiences.
- Partnerships with parents are very good as they are provided with comprehensive written information and staff are available for ongoing discussion regarding children's needs and development.

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

- planning to present the curriculum in an integrated manner, through the themes and topics which inter-relate to all six early learning goals on a regular basis, especially maths.
- children's opportunities to be independent, serve themselves, spontaneously choose books and resources, especially for crafts, mark make during free play.

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

Generally good progress has been made since the previous inspection.

The setting were to continue monitoring the planning system to ensure it was effective and there was a balance of all early learning goals over a period of time. This is still an ongoing issue as staff adapt and change documentation to suit the needs and attendance patterns of the children. Staff have organised training via EYDCP.

Further opportunities were to be extended to children to learn shapes and sounds of letters, to see and use numbers and practice mark making. Permanent displays in each playroom are now used as tools for learning. Resources such as stencils and games are used on a programmed basis. Mark making is still inconsistent during free play activities.

Opportunities for parents to share what they know about their child have been increased very successfully. Information is shared in written and verbal format and relevant information added to the child's development and assessment records. This has assisted in the partnership with parents being very good.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested, excited and motivated to learn, confident to discuss issues in group time and during play. They are eager to share their achievements when reading. Children are well behaved, take turns, use manners and respond to requests to help tidy up. They have well developed friendship groups and take responsibility for personal safety. Their sense of community and needs of others is developing. They competently prepare for P.E. but other independence tasks are not encouraged.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact well, negotiating with each other to share resources and suggest play ideas in the shop. They use an extensive vocabulary, recalling previous topics and events, repeating sounds and new words learnt during activities. Books are used for pleasure and taken home to share with parents, they are rarely used spontaneously. Phonic knowledge is extended and there are examples of text in the playrooms. Children have opportunities to mark make during play, but this is inconsistent.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have well developed language and knowledge of how to use numbers, count and describe shapes throughout their play. Children are developing an understanding of subtraction and calculation such as how many more spaces are needed to seat everyone, but the opportunities to extend this are inconsistent. They enjoy the links in themes to the number of the week and collect three blocks from the table. Older children can relate to the number displays and point to correct numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children regularly explore and investigate an extensive range of objects and materials using all their senses. They observe change, ask questions and listen to responses. Older children competently use a computer for extended periods, talking through the programmes to the member of staff. Topics which include reference to children's life, families and festivals from other cultures, develops their awareness of time, place and others.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence and an awareness of space and safety around the resources and play areas. They have good control and co-ordination skills when using the excellent range of small and large resources, both indoors and outdoors. The steps to each building are negotiated competently and they have weekly access to large climbing equipment. Children have a developing understanding of the need for good hygiene and changes to the body during exercise. They enjoy dancing to videos.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have extensive opportunities to develop very good memories for words of stories, songs and express their enjoyment of activities using all their senses. They enjoy music in many forms, sing spontaneously and demonstrate a good sense of rhythm. Exploration of media and materials and creating both two and three dimensionally is often structured. Children's craft work is displayed. They use their imagination in the two role play areas to extend their own ideas or act scenarios.

**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**

- Continue to develop the planning to present the curriculum in an integrated manner, including all aspects on a regular basis.
- Ensure children's opportunities to be independent are consistent and they use their own imagination to design and make and explore media and materials.

*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.*