



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 145817

DfES Number: 530374

INSPECTION DETAILS

Inspection Date 04/05/2004
Inspector Name Beryl Baggs

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Nestlings Pre School
Setting Address Nestlings Pre School, Pratten Hut
School Lane, Staverton
Trowbridge
Wiltshire
BA14 6NZ

REGISTERED PROVIDER DETAILS

Name The Committee of Nestlings Pre-School 1079909

ORGANISATION DETAILS

Name Nestlings Pre-School
Address Nestlings Pre-School, Pratten Hut
School Lane, Staverton
Trowbridge
Wiltshire
BA14 6NZ

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

Nestlings Pre-school runs in a Pratten Hut near Staverton School on the edge of Trowbridge. There is a close link with the school, and the pre-school uses the school hall for some activities. The pre-school also uses the school car park.

The pre-school serves the Staverton and Hilperton areas of Trowbridge.

Outside play is provided in the playground shared with a private school also adjacent to the playground. There is also access to a public play area with adventure equipment which is used under close supervision.

The pre-school is registered for 20 children aged two to five years and opens in term time only. Children are admitted from the beginning of the half term of their third birthday. Sessions are 09:00 to 11.30 each weekday, with afternoon sessions 12.30 to 15:00 on Monday and Tuesday. Further afternoon sessions are added when required, for example a rising fives session during spring and summer.

The pre-school is owned and managed by a parent committee. Two-year-old sessions are planned for autumn 2004.

There are four staff who all hold, or are working towards, a qualification in childcare. There are 31 children on the register of whom seven three-year-olds and 22 four-year-olds receive nursery education funding. One child has special educational needs or and none use English as a second language.

The pre-school is supported by the Wiltshire Early Years Development and Childcare Partnership and attends training events offered by the Early Years team.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals. They enjoy new activities and are patient with each other. They enjoy stories and link sounds to letters. They count well and learn about their environment. They climb, jump and balance confidently. They use their imagination well in play.

Teaching is very good. Staff understand the learning outcomes of activities and planned resources allow staff to set up activities before children arrive. Effective open questions help children to think. They build on previous learning, topics are promoted through several activities. Children with special needs receive individual support. Assessments of children's progress are shared with parents and used to develop the next steps for learning. Although most children listen at whole group time, it is difficult to get everyone's attention at register time.

Leadership and management is very good. The play leader is clear about what she expects but delegates well to develop the staff's skills. She welcomes their ideas and has built a good 'team' approach to planning. The way they talk to the children and the team approach to keeping the high quality of care and education is recognised as something they do well. The planning is checked regularly so that all learning areas are covered and they evaluate the activities against the learning outcomes. Attendance at training encourages staff to continually bring in new ideas for children's play, which are shared with the whole team.

Partnership with parents is very good. They have good information about the pre-school including the policies and procedures. Parents and staff share information about the children when they start and then on a daily basis. Newsletters keep them updated on topics and include activity sheets for parent and child to do together. The photos organised under the learning areas do not have comments to help parents understand what children are learning from play.

What is being done well?

- Children can self select from a good range of additional resources in their play. The resources include musical instruments, paper and pens, jigsaws and equipment to use in the sand and water.
- All children are encouraged to write their name on the back of their work and writing materials are included in role play.
- Children are encouraged to be observant, using regular games of 'what's missing', looking at bugs under magnifying glass, flowers in coloured water.
- Staff have good care and understanding of each child's approach to learning and their level of confidence. Unsettled children are well supported until ready to play.

- Parents are included in children's learning with activity sheets to do at home with their child. They are encouraged to assess their own children's play at home using simple structured sheets from the pre-school. prompts include what they play with, how they share and concentration skills.

What needs to be improved?

- a strategy to gain the attention of all children in whole group time
- some wording to the photos available to the parents so parents can understand more clearly what children learn through play.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection.

Building Blocks assessment records are based on the stepping stones of the early learning goals and are used to record children's progress.

More musical instruments have been obtained and made, and are included more in activities. Some are provided daily for children to use freely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and eager to learn. They enjoy new activities and confidently speak in whole group time. They ask for help and for additional resources. They make good relationships, welcoming friends and trusting the staff. They generally behave well and know what is expected of them. They have many opportunities for self care including choosing paper and extra jigsaws. They talk about different parts of their lives and are patient with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk well to each other and the adults. They enjoy stories and develop their expressive language. They use language clearly to describe what they are doing. They confidently link sounds to letters in the day of the week and show and tell, identifying other words with that initial letter. They understand that print has meaning and see labels on containers in the room. Some children write their own names with assurance, others record the difference between writing and drawing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count objects well using one-to-one correspondence. They colour by number and use number keys to limit the number of children in role play. They can add together by counting on. Children follow patterns with small toys and use shapes such as flower pot bottoms to print patterns. They measure rain fall and understand positions such as 'behind you'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate many things such as bugs, gloop and sand. They observe changes in 'What's Missing' games and flowers in different colour water. They build with duplo, junk, wood and stickle bricks. They use everyday technology such as phones in their play. They learn about their environment through visits and visitors. They learn about changes over time, how they have grown, life before cars and telephones. They learn about festivals and celebrations such as Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely. They balance, climb and jump with assurance. They move around the play room well, negotiating the tables and equipment in use. They understand about hygiene, germs and what is healthy to eat. Children use equipment and tools with skill, spreading glue, sweeping up and handling assorted sizes of brushes for painting.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture and shape in their art and craft using seeds, pasta, feathers and silver paper. They explore colour through mixing and painting. Children use musical instruments regularly, enjoy and dance to music. Children use their imagination in small world and role play. They respond to experiences, showing pride and delight in achievements, using words and facial expressions.

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:

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- develop a strategy to gain the attention of all children in whole group time
- add some wording to the photos available to the parents so parents can understand more clearly what children learn through play.

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.