



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 200610

DfES Number: 582152

### INSPECTION DETAILS

Inspection Date	25/03/2003
Inspector Name	Sharon Waterfall

### SETTING DETAILS

Setting Name	HAPPY FACES PRE-SCHOOL
Setting Address	Coleshill Road Atherstone Warwickshire CV9 1BN

### REGISTERED PROVIDER DETAILS

Name	Mrs Melanie Adnett
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### ORGANISATION DETAILS

Name
Address

## 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
Happy Faces Pre-school became registered in 1992, it operates from a church hall in Atherstone. The pre-school group have access to one large playroom and one additional side room adjoining the main room, an outdoor play area, a kitchen, toilets and a reception/hallway area. The pre-school serves the local area mainly, with some children from further a field. The pre-school group provides care to 28 children aged 2 years 6 months to five years. There are currently 48 children on roll. The pre-school is in receipt of government funding for three and four year olds, receiving funding for one children at present. None of the children attending at present has English as a second language. The group has systems in place to support children with special educational needs. The pre-school operates five mornings with a lunch time club two days per week during school term time only. Five employed members of staff work with the children of which four are working at any one time, dependant on numbers of children attending. Two of the staff currently hold Early Years qualifications, with one other regularly accessing short courses. They are suportred regularly by the early years advisory teacher.

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

### How effective is the nursery education?

Happy Faces pre-school offers a varied range of interesting activities through which children enjoy learning. They enable three and four year olds to make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. The key strengths in knowledge and understanding of the world ensures children are confident in their belonging within the group and the local community. Staff's sound knowledge of the foundation stage and their inclusion of observations and assessment within planning, ensures there is a wide range of practical activities planned. There are few opportunities for children to learn independently through the free play and adult supported activities. Although behaviour during free play and small group activities is well managed, during large group activities the organisation means children wait for long periods of time and become unsettled. There are a good range of resources which are imaginatively used within the setting and the group use both the indoor and outdoor areas well. Leadership and management is generally good. There are good management structures in place that ensure all staff are involved with planning and there is a real commitment to staff development through on going training. The group assess the activities planned, however activities tend to be on a general level and older children are not challenged or able to extend their learning independently. Partnership with parents and carers is generally good. Parents are well informed about pre school practices including curriculum planning and the committee includes parent representatives.

### What is being done well?

Staff's understanding of the early learning goals leads to well planned activities which engage and sustain the children's interest. There is a wide range of practical activities for maths which give children opportunities for shape and number recognition. Children are able to explore a wide range of materials to develop an understanding of the world around them. The staff show a commitment to continual improvement through on going training.

### What needs to be improved?

the organisation of large group activities so that children have continuous focus and to improve concentration and stimulation. the monitoring of children's progress in order to ensure activities are planned to provide challenge for older/more able children. opportunities for children to use their imagination in art and design.

### What has improved since the last inspection?

The group have begun to group older children when present. Assessments take place on a monthly basis and the work is dated and put into work folders. The staff

judge children's progress levels linking them to the Stepping Stones. The group have not yet used this information to inform individual education plans. Mathematics and literacy are now planned daily. There has been the introduction of a phonics table, this involves parents and children bringing in items that begin or have a certain sound in their name. Children are encouraged to learn pre writing and writing skills at the writing table, learning to write their names and retelling their own stories within books they make. Children learn to recognise and count numerals and there is currently a large topic on shape recognition. Children learn the names of shapes and are able to recognise them within the environment. The group have obtained a computer to support children's learning through technology. This was not used during the inspection and the group aim to update their software, also to obtain more technology in the form of a C.D player and computer printer when funds permit. In this area there is limited improvement.

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. They are able to use social skills to independently dress themselves and personal hygiene. Responsibilities are given through snack time which help to build self esteem and confidence. Children begin to understand the concepts of helping and sharing with their peers. The children become restless and unsettled during registration and circle time, the groups are large and they sit for long periods of time.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Children are learning that writing is used for a variety of purposes. They practice their own skills through books they make, and are able to relate them to others through verbal and written communication. Letter recognition and sounds are developed through the phonics table and name work. Children are aware that print is read top to bottom, left to right, however, books are not accessed regularly for enjoyment.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematics. Strong emphasis on shape enables children to recognise standard shapes and those in the environment. Children can compare lengths and understand the concept of measuring. Children can recognise and count reliably up to ten. They are not practised at using mathematical concepts to solve problems.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children make generally good progress in knowledge and understanding of the world. Children have knowledge of the concepts of time, before, past, present, late, and also concepts of old and young and life cycles. Children are able to explore and investigate well using a range of familiar items. Celebrations throughout the year and the positive images within the resources give children an awareness of other cultures. Children have little access to everyday technology within this area of learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development. Children learn a variety of skills and develop large and small motor skills through the varied range of activities available. They are confident at moving around on wheeled equipment and are able to vary speed and avoid obstacles. They can manipulate small tools such	

as pencils, paintbrushes and pliers efficiently. The outdoor area is used regularly and children are able to climb, slide and balance.
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<b>CREATIVE DEVELOPMENT</b>
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Judgement:	Generally Good
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Children make generally good progress in creative development. Children know and sing many familiar songs with great enjoyment. They have access to a wide range of musical instruments and learn about pitch, rhythm and tone. Children are not able to extend their own imaginations within the art and design area.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Improve organisation of large group activities to ensure children have continuous focus in order to improve concentration and stimulation. Implement effective ways of monitoring children's progress in order to ensure activities are planned to provide challenge for older/more able children. Extend opportunities for children to use their imagination in art and design.