



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 110240

DfES Number: 518867

### INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Tonia Chilcott

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	ALL SAINTS PRE-SCHOOL
Setting Address	All Saints Road Lymington Hampshire SO41 8FD

### REGISTERED PROVIDER DETAILS

Name	The Committee of ALL SAINTS PRE-SCHOOL
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### ORGANISATION DETAILS

Name	ALL SAINTS PRE-SCHOOL
Address	All Saints Road Lymington Hampshire SO41 8FD

## 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

All Saints Pre-school opened in 1995It is registered to care for no more than 18 children under five years.

It operates from All Saints Church Hall in Lymington. The pre-school serves the local area.

There are currently 31 children from two to five years on roll. This includes 19 funded three year olds and nine funded four year olds. Children attend for a variety of sessions. Children with special needs and children who speak English as an additional language are supported.

The group opens five days a week during school term times. Sessions are from 09.15am until 13.00

Six part time staff work with the children. All have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP), and the Area SENCO (Special Educational Needs Co-Coordinator)

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

### How effective is the nursery education?

All Saints Preschool provides good quality nursery education and children are making very good progress towards the early learning goals through a wide range of interesting activities. Children are making very good progress in all areas of learning.

The quality of teaching is very good. Staff's sound knowledge of the Foundation Stage enables them to plan an exciting and stimulating range of activities and most staff are aware of the planned learning outcome of activities. Time and resources are used well. There is an effective system in place to support children with special needs. An assessment system is used to record children's progress towards the early learning goals and these assessments are then used while the staff are planning the provision; thus ensuring that children's individual needs are met. Staff plan the layout of activities carefully to ensure that children's learning is supported. Children behave well in response to the staff's expectations and sensitive support. Staff know the children well.

Leadership and management is very good. The preschool benefits from strong leadership and the staff are encouraged to attend training on a regular basis. The procedures to support and appraise staff are effective in identifying training needs. The staff work well together as a team. There are good procedures in place to assess and monitor the provision ensuring that the group are constantly looking towards improving.

The partnership with parents and carers is very good. Parents are very well informed about their children's progress towards the early learning goals. They are provided with information about the Foundation Stage and the preschools routines and practice. Parents are able to contribute to their child's development records on a regular basis.

### What is being done well?

- The quality of teaching is very good. The staff are sound in their knowledge of the early learning goals and they provide a stimulating environment for the children enabling the children to learn across all areas.
- Children's personal, social and emotional development is very good. Children are confident, sociable and have caring relationships with one another and the staff.
- The partnership with parents and carers is very good. Staff welcome and encourage parental involvement in their child's learning. There are excellent procedures in place to ensure that information is shared regularly with parents about the children's development and daily achievements.
- Relationships within the preschool are excellent. Staff value every child as an individual. The systems in place to support children with special needs are

effective and ensure that all children are included in all activities.

**What needs to be improved?**

- the presentation of the book corner;
- the system for planning, ensuring that all intended learning outcomes for activities are clearly recorded.

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

The preschool has made very good progress since the last inspection. Staff's training needs are now assessed at regular appraisal meetings and training is sourced allowing staff to attend many relevant training events.

There is now a Special Educational Needs Co-ordinator (SENCO) who has received relevant training to ensure that children with special needs are assessed and recorded in line with the Code of Practice.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are actively involved in their learning. They are confident, work well together and independently and have good relationships with adults and other children. They learn to co-operate and work well together, for example whilst making the dragon. Children participate in many activities and learn about different cultures. Children have good personal independence for instance while washing their hands. The children's behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's spoken language is developing well, they are confident and skilled speakers and able to initiate conversation with adults. Children enjoy books and listen avidly to stories. Most children are able to access books easily. Most children have learned to recognise their written names. The children are making good progress with their pre-reading and writing skills and many are able to write their own names. Many children are beginning to link sounds to letters for instance n for nut.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to experience the use of numbers one to ten. They enjoy activities, which give them an understanding of number and pattern, for instance whilst playing with compare bears. Some children are able to write and recognise written number. Children learn to use appropriate mathematical language during practical, planned activities, for example over and under. They have many opportunities to explore shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children explore and investigate during, for example floating and sinking activities. The children enjoy exploring with all their senses for instance whilst making bread. They have regular opportunities to use simple information technology equipment confidently and are skilled at constructing with a variety of media. Children enjoy activities where they learn about different festivals, for instance St. David's Day.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident and competent whilst using tools and materials. They frequently use paper, card, recyclable materials, scissors and glue for cutting and joining. They enjoy undertaking physical activities such as the opportunities for jumping and balancing. Children demonstrate a good sense of space and move confidently during physical activities.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children use their imagination whilst undertaking art and craft activities. They enjoy participating in singing sessions and have regular opportunities to explore sound using a variety instruments. Children respond with their all their senses to many experiences, such as making and smelling cooking bread. The children regularly explore colour, shape and form in two or three dimensions, for instance whilst making a dragon.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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 are no significant weaknesses to report, but consideration should be given to improving the following:-
- Consider how the book corner can be made into a more inviting area, to encourage children to choose to use it further.
- Develop the current systems for planning, ensuring that all staff are aware of the intended learning outcome 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.*