



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY264409

DfES Number: 511446

INSPECTION DETAILS

Inspection Date 07/03/2005
Inspector Name Bridget Copson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Verwood First Pre-School
Setting Address Verwood First School
Howe Lane
Verwood
Dorset
BH31 6JF

REGISTERED PROVIDER DETAILS

Name The Committee of Verwood First Pre-School 1020266

ORGANISATION DETAILS

Name Verwood First Pre-School
Address c/o Verwood C of E School
Howe Lane
Verwood
Dorset
BH31 6JF

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

Verwood First Pre-School has been registered for 13 years and is based within a self contained unit on the Verwood First School site. The pre-school is a committee run group which offers sessional care to children from the town and surrounding areas. The pre-school is open week days during term time from 08:45 to 11:45 and offers afternoon sessions from 12:35 to 15:05. A maximum of 26 children from 3 to 5 years may attend at any one time.

The pre-school offers use of two linked play rooms, a kitchenette, children's toilets, a segregated outdoor play area and use of the school grounds.

The pre-school currently has 78 children on roll of which 37 children aged 3 years and 28 children aged 4 years are in receipt of funding. There are currently children attending with special educational needs and children with English as an additional language.

The pre-school employs seven child care staff. The manager and deputy both hold the Diploma in Pre-school Practice. The five staff members either hold or are working towards a level two or three qualification. They are supported by the parent committee and an administrator. The team receives support and guidance from the Early Years Partnership.

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

How effective is the nursery education?

Verwood Pre-school offers children high quality provision helping them make very good progress towards the early learning goals.

Teaching is very good. Staff have a good understanding of the early learning goals and are clear what they intend children to learn. They offer a choice of interesting well planned activities and practical experiences linked to themes and events. They promote learning and development through providing a positive environment and they encourage children to share their knowledge and experiences. There is an effective assessment system in place to monitor each child's progress. Key workers spend time each week with children to assess their stage of development in all areas and set appropriate challenges by supporting and extending learning as necessary. There are very good support systems in place to promote the development of children with additional needs.

Partnership with parents is very good. Parents are provided with comprehensive information on all areas of the provision. They are kept up to date regarding their child's progress and well being through daily contact with staff and meetings twice a year. Parents are encouraged to get involved in children's learning through information on forthcoming themes and activities, sharing their skills actively within the group and attending open sessions.

Leadership and management is very good. The staff and committee are all clear of their individual roles and responsibilities. There are effective systems in place to ensure all staff are equipped with the relevant knowledge and skills to carry out their roles efficiently. The pre-school is committed to improvement. It has developed close links with the First School who share teaching methods and resources. Staff receive support and advice from the Early Years Partnership on education and supporting children with special needs. Evaluation of the nursery education provided is done on an informal basis only, mainly through staff discussion.

What is being done well?

- Children are developing good early independence. They select resources for themselves, are learning about self care and have areas of responsibility within sessions.
- Children write spontaneously in many different activities. Older children are learning to write correctly formed letters in line with the first school's cursive writing scheme.
- Children are learning to count in sequence, recognise numerals which some children can sequence correctly and are learning about early calculation.
- Children are learning about time and place through exploring the past and present, studying the seasons and environment as well as exploring

countries and cultures around the world.

- Staff have a good understanding of the early learning goals and offer children a choice of interesting well planned activities and practical experiences to promote learning and development in all areas.
- Staff have effective key worker and assessment systems in place to monitor each child's progress including good support systems for children with special needs.

What needs to be improved?

- systems for monitoring and evaluating the provision for nursery education.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and motivated to learn. They access activities with excitement and remain well focused on their play. Children are forming early friendships and attachments with peers and staff. They are learning how to behave positively to each other, to share and work well together. Children are developing good early independence. They select resources and dress themselves, they take turns to carry out chores and to have areas of responsibility within sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak with confidence within their familiar group sharing news, thoughts and knowledge. They are learning to recognise and sound key letters of the alphabet. More developed children can read their names and some simple words. Children write spontaneously in many different activities such as art and craft, in the writing area and in the themed role play area. Older children are learning to write correctly formed letters in line with the first school's cursive writing scheme.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a good understanding of numbers. They count spontaneously in play, are learning to recognise numerals which some children can sequence correctly. Children are learning about early calculation through fun practical activities. Children are developing a good understanding of shape, size and position and the correct descriptive language associated. They use their knowledge to solve practical problems such as completing puzzles, jigsaws and sequencing patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate different plants and living things, looking at life cycles and how to care for plants and animals. Children are developing a good understanding of ICT. They use the computer independently as well as a range of programmable toys. Children are learning about time and place. They explore past and present, study changes through the seasons. They look at their home and pre-school environments as well as exploring countries and cultures around the world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with control and co-ordination around the play rooms, using small and large scale equipment and in music and movement sessions. Children learn about caring for their bodies and keeping healthy e.g. keeping warm in winter, healthy eating, regular exercise and dental care. Children use different tools with materials such as gardening tools for planting, cutlery for spreading and cutting, scissors for cutting collage materials. Staff teach them how to use them safely and effectively.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy singing songs from memory and can match movements. They handle many different musical instruments exploring sounds and rhythms. Children use their imaginations well in music, art and craft, constructional play and in the varied role play environments. Children use all their senses to explore different media and materials such as feeling foam, smelling and tasting cooking ingredients, listening to music. Staff encourage children to express what they feel about the experiences.

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 are no significant weaknesses reported, but consideration should be given to improving the following:
- Improve the systems for monitoring and evaluating the provision for nursery education.

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.