



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311890

DfES Number: 517891

INSPECTION DETAILS

Inspection Date 09/09/2004
Inspector Name Cilla Burdis

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Anne's Pre-School
Setting Address Pickering Green
Harlow Green
Gateshead
Tyne and Wear
NE9 7HX

REGISTERED PROVIDER DETAILS

Name Committee of St Annes Pre-School 1025384

ORGANISATION DETAILS

Name Committee of St Annes Pre-School
Address St Annes School
Harlow Green
Gateshead
Tyne and Wear
NE9 7HX

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 Anne's Pre-School opened in April 1992. It operates from a demountable classroom on the site of St Anne's RC Primary School which is situated in the Low Fell area of Gateshead. The pre-school serves the local area.

The pre-school is registered to provide care for 24 children aged from three years to under eight years. There are currently 21 children aged from three years on roll, all of whom are funded. Children attend either five morning or five afternoon sessions. Currently there are no children attending who have special needs and no children who speak English as an additional language.

The group opens five days a week term-time only. Sessions are from 09.00 to 11.30 and 12.45 to 15.15.

There are four staff working with the children; three of them have early years qualifications. The setting receives support from the local authority and the area Special Educational Needs Co-ordinator.

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

How effective is the nursery education?

St Anne's Pre-School is a well organised and attractive environment and children make very good progress towards the early learning goals. The quality of teaching is very good. Staff have a good understanding of how children learn and provide effective learning experiences through play-based activities. Activities and assessments are based on the six areas of learning. Space and resources are well organised to enable children to make choices and develop independence. Staff have very good relationships with the children, which develops children's security and confidence. They take a consistent approach to managing children's behaviour and are good role models. Staff monitor needs and abilities effectively, which enables them to offer appropriate support and effective learning experiences for all. Some staff do not have a full understanding of the stepping stones; further knowledge of this would result in more effective linking of the diary system to the recording to the development profiles and planning.

Leadership and management is very good. The role is shared by three staff share, with clearly defined responsibilities. They are highly committed to the improvement of care and education for all children and look at ways of building on the already good practice. Current skills and practice are regularly reviewed to ensure effective working. Aspects for further development have been identified and staff strive to build upon the already good practice. Management value the work of the team and have high regard and confidence in the working practices of colleagues.

Parents receive good quality information about the setting and the educational provision. They are informed about their child's activities and development in a diary format and through development profiles. The diaries are used to encourage parents to share what their children know, understand and learn at home. Staff are flexible in their approach to settling children into the pre-school.

What is being done well?

- Management value the work of the team and have high regard for and confidence in the working practices of colleagues.
- Staff have a good understanding of how children learn and are providing effective learning experiences through play-based activities.
- Children display good dispositions towards learning; they are highly motivated and concentrate well on activities.
- Children's behaviour is good. They have an awareness of the boundaries set and the behavioural expectations of the setting.
- Children enjoy listening to stories, which they do with enthusiasm, often sharing their own ideas and experiences.

- Children show an interest in number and counting which they practice during daily activities.
- Children are showing increasing skill and confidence in operating simple computer games.

What needs to be improved?

- There are no significant weaknesses to report, but the following are raised as points for consideration:
- staff's knowledge of the stepping stones, the link between the colour band and each child's age and stage of development
- the inclusion of parents in the planning and assessment system
- the provision of more imaginative opportunities for children to write for different purposes.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection by effectively addressing the issues raised. Children have opportunities to access reference books on a daily basis, are learning that print carries meaning and is read from left to right. Physical activities are undertaken on a regular basis, during which children are encouraged to consider the effects on their bodies when they exercise.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display good dispositions towards learning and are highly motivated. They select resources confidently and participate in self-chosen activities for periods of time. They are showing developing confidence and independence in matters of self-care. Children have formed good relationships with staff and are beginning to form friendships with peers. Behaviour is good. The children have an awareness of the boundaries set and the behavioural expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are showing emerging confidence when discussing and sharing their experiences with others. They enjoy listening to stories, which they do with enthusiasm, contributing their own ideas and making suggestions. Children participate in a variety of activities requiring hand/eye co-ordination. They use one-handed tools with developing skill and competence. A variety of mark making activities are enjoyed. The children take pride in their work and often ascribe meaning to their marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in number and counting, which they are encouraged to practice during daily activities, for example singing number rhymes and counting together in group situations. They are learning to recognise and name simple shapes. This is supported by the resources available to them and is reinforced during planned and informal activities. Children are beginning to use mathematical language in play and are using words such as 'bigger' and 'smaller' to compare size correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are showing increasing skill and confidence in operating simple computer programmes and are learning valuable keyboard skills. Children experiment using a range of materials including Duplo, bricks, junk materials and paper, which they use to make purposeful constructions. Children are becoming increasingly skilled in using tools for different purposes and for a planned effect, for example when preparing their own snacks and when undertaking craft activities.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children move confidently around the room, adjusting their speed, changing direction and negotiating pathways to avoid obstacles and other children. They manage their bodies to create intended movements during physical activities such as musical statues and action rhymes. Children are showing a developing awareness of their own physical needs and communicate these to the adults around them. A variety of tools and equipment are used by the children with increasing control.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children are beginning to recognise and name colours. Planned and informal practical activities encourage this ability. Children have regular opportunities to explore texture and shape. They are beginning to differentiate marks on paper and explain what they represent, for example describing the pictures they have drawn or by their early attempts at writing. Children participate in rhymes and songs with enthusiasm and pleasure.

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 to report, but the following are points for consideration:
- ensure that all staff have a clear understanding of the stepping stones, the link between the colour band and each child's age and stage of development
- provide opportunities for parents to be involved in the planning and assessment system for their child
- provide more imaginative opportunities for children to write for different purposes.

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.