



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303242

DfES Number: 584663

### INSPECTION DETAILS

Inspection Date 09/06/2004  
Inspector Name Marilyn Ashley

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Kilnhurst St Thomas Pre School  
Setting Address St Thomas Community Base  
St Thomas School, Meadow View Road  
Kilnhurst, Rotherham  
South Yorkshire  
S62 2HA

### REGISTERED PROVIDER DETAILS

Name The Committee of Kilnhurst St Thomas Pre School

### ORGANISATION DETAILS

Name Kilnhurst St Thomas Pre School  
Address St Thomas Community Base  
St Thomas School, Meadow View Road  
Kilnhurst, Rotherham  
South Yorkshire  
S62 2HA

## 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

Kilnhurst St Thomas Pre- School has been operational since 1996 is situated in the residential area of Kilnhurst near Rotherham. The premises are a purpose built single storey community building which is located in the grounds of St Thomas School at Kilnhurst.

The pre-school mainly serves the local community and has established positive relationship with Saint Thomas Church of England Infant and Junior School.

The pre-school provides care and education for children aged from two to five years old. Children are offered a place sometime after their second birthday. The group operates on a sessional basis; Monday 12.15pm-2.45pm, Tuesday 9.00am-11.30am and 12.15pm to 2.45pm, Wednesdays 9.00am -11.30am and 12.15pm-2.45pm, Thursdays 9.00am-11.30am and

Friday 9.00am-11.30am and 12.15pm-2.45pm. The provision operates during term-time only.

There are currently 12 funded three year olds and 8 funded four year olds. There is 1 child on roll identified as having special educational needs (SEN).

Staff are suitably qualified or are working towards a childcare qualification. They have relevant experience in providing care and education for young children. The group receives support from an advisory teacher attached to the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Kilnhurst St. Thomas Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff form good relationships with the children, have realistic expectations of their behaviour, resulting in the children behaving well. Staff are well deployed and make good use of the well organised indoor environment, though some areas could be developed further to increase children's independence and choices. They interact with the children and generally make good use of their time. Interesting activities are planned, but are not always extended sufficiently to challenge the more able, particularly in aspects of mathematics and literacy. The outdoor area is not used effectively to promote children's physical development or their understanding of the natural world. Staff know the children well and share information informally, but observations and information are not used effectively to inform the planning for children's individual progress. Staff assess children's learning against the stepping stones but have not developed a clear and effective system of record keeping that ensures children's progress in all areas and is accessible to parents.

Leadership and management is generally good. Staff work well as a team and are committed to improving the setting. They have access to guidance and support and relevant training. There is not yet a rigorous system to monitor and evaluate the nursery education.

Partnership with parents is generally good. Good relationships are formed and information about children shared informally. Parents are kept reasonably well informed about the setting. The involvement of parents and carers in their children's learning and their contribution to their children's records needs to be developed further.

### What is being done well?

- Children's personal, social and emotional development is generally good. Children are happy, confident and settled. Children become involved in their play, are interested, motivated to learn and concentrate well.
- Children interact, negotiate with others and express themselves imaginatively in role play.
- Staff form good relationships with children, have realistic expectations of children's behaviour, resulting in children behaving well.
- Staff work well as a team. They interact well with the children in the indoor area and are involved in their activities.

- Children relate well to one another and to adults and they are considerate of others.

#### **What needs to be improved?**

- the observation and assessment of children's progress, linked to the stepping stones, to inform future planning and to ensure the progress and challenge of all children
- the use of the outdoor provision to promote children's physical development and ensure children's progress in all areas of learning
- the monitoring and recording of children's progress and the enhanced involvement of parents and carers in their children's learning
- children's knowledge and understanding of the world
- the opportunities for the more able children to write for a purpose, use and record numbers, develop mathematical thinking and solve everyday practical problems.

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

Generally good progress has been made since the last inspection. The staff have introduced a number of effective measures to increase the opportunities for children to practise their emergent writing skills and number recognition. Systems have been introduced to ensure the early identification of children's special needs.

The premises have been extended to enable staff to re-organise the provision to create designated areas of learning. The staff have introduced a permanent mark making area with access to materials, an alphabet and magnetic board. Writing materials have been introduced in areas such as role play and construction. Children can access individual notebook to record their play, if they so wish. This is an area of potential development as they were used frequently during the session. A maths area has been established with interactive number lines and accessible number equipment. Staff encourage children to write and recognise numbers, but planned and child-initiated opportunities to write for a purpose and to recognise and record numbers, both indoors and outdoors, are still insufficient.

The setting now has a special needs co-ordinator who has attended SENCO training. The opportunity to attend special needs training is to be extended to other staff. The staff work closely with the support services to meet the needs of identified children. Staff observe children and share information and concerns informally, but this is not systematically recorded to enable the staff to monitor children effectively.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated to learn. They concentrate and persevere well, for example in construction and collage work. Children form good relationships with each other and adults. They are taught to take turns, share fairly and behave well. Children are confident, talk freely and take care of their own personal needs. They play well together, such as in the role play area. They are becoming independent, but opportunities to select resources for themselves are insufficient.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently, interact and negotiate well with others. They enjoy songs and rhymes and sharing books with staff. They re-enact situations enthusiastically, for example during play in the home bay. Children recognise their first names and many are writing them, some with correctly formed letters. They are beginning to recognise sounds and letters but activities, both indoors and out, are not extended sufficiently to encourage the more able children to write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count reliably to 10 and some children recognise numbers to 9. They recognise, colours, shapes and recreate patterns through interesting activities. Children compare sizes in construction using language such as taller and shorter and longer than. They enjoy number songs and games. Opportunities for the more able to use and record numbers, indoors and outdoors, are insufficient. Everyday play activities and opportunities to solve problems are not exploited in the indoor or outdoor area.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children carefully make models from construction sets. Opportunities to design and join a range of materials and to investigate how things work are limited. They show an interest in the roles of others such as the fire service, but finding out about the local area is limited. Children are beginning to use the computer and roamer. Children grow beans in the garden area, but opportunities to find out about living things, the natural world and features of the immediate environment are limited.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children move confidently and safely and are considerate of others. Access to the outdoor area however is limited, resulting in children having limited opportunity to develop and practise their physical skills. Children have access to a range of activities, but staff do not plan areas effectively or interact sufficiently to develop and challenge children's learning in all areas of development. Children explore malleable materials, construction and tools, indoors, with increasing control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children explore colour and texture through interesting collage activities. They draw freely and apply paint in different ways. They dress up, select props and use their imagination in role play very well indoors, such as in the swimming pool outing, but have no opportunity to extend this outdoors. Children enjoy songs and join in enthusiastically. They explore sounds and rhythm, however, opportunities to express themselves independently in art, design, music and movement are not sufficient.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

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.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- make greater use of the outdoor area to promote children's physical development and ensure their progress in all areas of learning
- increase children's opportunities to explore and investigate how things work , the natural world and the local environment
- develop a system of observing and assessing children, linked to the stepping stones, to inform future planning and to ensure the progress and challenge of all children
- develop the monitoring and recording of children's progress to ensure the progress of all children and the enhanced understanding and involvement of parents and carers in their children's learning

*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.*