



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 143574

DfES Number: 513446

### INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Olive Sumner

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Westover Pre-School
Setting Address	The 54th Paignton Scout Hut Paignton Avenue, Copnor Portsmouth Hampshire PO3 6EE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Westover Pre-School
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### ORGANISATION DETAILS

Name	Westover Pre-School
Address	The 54th Paignton Scout Hut Paignton Avenue Copnor, Portsmouth Hampshire PO3 6EE

## 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

Westover Pre-school is situated in a local Scout Headquarters in Baffins, in Portsmouth. It is organised by a voluntary management committee and the supervisor has responsibility for the day to day running of the setting. Children attend from the surrounding area for a variety of sessions and it is the pre-school's policy to accept children from the age of two years nine months.

Currently the Westover Pre-school is open for four mornings sessions and for five afternoon sessions each week from 09:15 -11:45 and 12:30 -15:00, term-time only. There are forty-four children on roll and of these thirty-eight are in receipt of nursery education funding. The pre-school is able to support children identified with special educational needs and children for whom English is an additional language.

Four members of staff have relevant early years qualifications including NVQ 3 in Childcare and Education and one member of staff is currently working towards an NVQ 3 in Childcare and Education. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is an accredited member of the Pre-school Learning Alliance (PLA).

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

### How effective is the nursery education?

Westover Pre-school provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Teaching is very effective when staff know what children are expected to learn from their play and practical activities. Relationships and behaviour are very good and children respond well to the staff who are very good role models. Staff are involved in what children do and interact and use questions effectively and children extend their learning. They confidently learn to recognise their names, count reliably and they explore, investigate, develop their imagination and extend their physical skills. Some opportunities are missed to enhance children's learning using technology and to extend their imagination through physical play. On occasion time is not used efficiently. Planning is very effective when learning objectives are differentiated and relate clearly to the stepping stones of the early learning goals and enable children to build on what they know. Assessment is very effective and children's progress is well tracked and monitored carefully and it is well used to inform future planning. Children with special educational needs are supported very well and make very good progress.

Leadership and management are very good. The supervisor ensures a well organised learning environment in which all staff have clear roles and responsibilities. Systems for staff appraisal and for monitoring educational provision are being established. The supervisor is very well supported by her capable deputy, the committed staff team and the supportive management committee.

Partnership with parents is very good. Parents value the quality provision and the very good relationships with the staff. They have access to a very good range of information and daily exchange of information, but lack planned opportunities to be informed of progress and achievement, and the curriculum.

### What is being done well?

- Children are confident and motivated to learn in a calm happy atmosphere. Relationships and behaviour are very good and children respond to the consistent expectations of the staff and grow aware of the needs of others. They are encouraged to be independent and show confidence accessing resources from a given range.
- Children talk confidently about what they do and respond very well to stories and enjoy acting out stories about the rain. They confidently recognise their name and attempt their own writing and link sounds to letters in fun activities such as 'Kim's Game'. They have very good opportunities to count reliably and recognise numbers and they develop mathematical language and vocabulary through practical activities as in water play.

- Children have very good opportunities to explore materials and media and are able to express their own ideas, thoughts and feelings and they grow confident using small tools with increasing skill.
- Staff are caring and involved with what the children do and meet individual needs very well. Children identified with special educational needs are very well supported. Staff question children effectively and extend their learning. There is a good balance between adult led and child initiated activities. Planning clearly relates to the stepping stones of the early learning goals and assessment is used effectively.
- The setting is well led and managed and children learn in a well organised and happy learning environment. The supervisor ensures all staff have clear roles and responsibilities and is well placed to build on the strengths of the setting. She is very well supported by her capable deputy and the committed staff team. Parents appreciate the open door policy and feel well informed and involved in their children's learning.

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

- the use of technological resources including a computer to support learning
- opportunities for children to develop their imagination using wheeled toys in physical play
- the organisation of routines before snack time and at the end of the morning so that children extend their learning
- planned opportunities for parents to be informed about progress and achievement and the curriculum.

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

There has been very good progress in children's learning since the last inspection.

The setting was asked to provide parents with opportunities to share plans and develop awareness of the early learning goals.

The setting has an open door policy and there is now a very good range of information available for parents to see. Parents are given a comprehensive range of information about the early learning goals in the setting's induction booklet. They also have daily access to the setting's operational plan which includes all planning. The short term weekly planning is clearly displayed on the noticeboard and shows the activities the children will be doing each day in the six areas of learning. Plans identify the stepping stones that are being targeted and show the differentiated learning objectives for activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn in a calm, supportive atmosphere. They confidently work in small groups or on their own and can sit and concentrate at a task. They become aware of the feelings and needs of others and they learn to respect their own culture and the culture of others. Relationships and behaviour are very good. Children respond to the consistent expectations of the staff who use praise well. Children develop personal independence and can select resources from a given range.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently about what they do and use speech to organise their games and to explore their experiences. They respond to stories, rhymes and songs and extend their vocabulary. They have fun opportunities to explore rhyme and link sounds to letters and they learn that print carries meaning and they confidently recognise their names. They show confidence attempting their own mark making, writing and drawing.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently learn to count reliably and recognise numbers across a very good range of practical activities. They begin to solve simple problems for example in water play and begin to develop understanding of addition and subtraction from number rhymes and stories. They learn to describe and compare shape, size, position and quantity and staff use mathematical language appropriately to extend children's learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and investigate materials and objects and to design and build. They learn about past and present in their own lives and confidently talk about where they live. They develop understanding of the local area, the environment and the natural world from planned topics and begin to know their own culture and those of others. They have some opportunities to know about everyday technology but have no computer to support learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and safely in the indoor space and develop control and co-ordination and awareness of their own space and that of others. They have consistent opportunities to develop physical skills and have access to a comprehensive range of small and large equipment and activities over time. They develop awareness of the importance of being healthy and they use small tools with increasing skill. Some opportunities are missed to extend children's imagination through physical play.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to explore colour, texture, shape and form and are able to express and communicate their own ideas, thoughts and feelings using paint, chalk and collage. They enjoy musical activities and can recognise and explore sounds, match movement to music and sing songs from memory. They develop their imagination in role play and imaginative games and enjoy acting out rain stories. Opportunities are missed to extend children's imagination using wheeled toys.

**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 consideration should be given to improving the following:
- review daily routines during the latter half of the morning, develop technological resources to support learning and extend further the opportunities for children to use their imagination in their physical play
- continue to monitor, evaluate and develop the educational provision and build on the very good relationships with parents by providing planned opportunities for them to be informed of progress and achievement and the curriculum.

*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.*