



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 102925

DfES Number: 545228

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Anna-Marie Moyse

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Nippers Mevagissey Pre School
Setting Address Old Road
Trewinney
Mevagissey
Cornwall
PL26 6TD

REGISTERED PROVIDER DETAILS

Name The Committee of Little Nippers at Mevagissey Pre-School

ORGANISATION DETAILS

Name Little Nippers at Mevagissey Pre-School
Address Little Nippers Mevagissey Pre-school
Trewinney, Mevagissey
St Austell
Cornwall
PL26 6TD

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

Little Nippers Pre-school opened in 1961, and moved to the school site in 1994. The pre-school operates from a self-contained building on Mevagissey Primary School site. Mevagissey is a fishing port situated on the south coast of Cornwall. The building is shared with an out of school club. The group have use of a large playroom and adjoining toilet facilities, and are able to use the school playground, hall and other facilities.

There are currently 33 children from 2 to 5 years on roll. This includes 15 funded three year olds and 6 funded four year olds. The setting would support children with special needs and those who have English as an additional language.

The group opens on Mondays, Tuesday, Thursdays and Fridays during the school term. Sessions are from 09:00 to 12:00.

Little Nippers Pre-school employ 5 members of staff, who have relevant childcare qualifications.

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

How effective is the nursery education?

Little Nippers Pre-school is acceptable and of good quality overall and children are making generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. Staff are well trained and have good skills and understanding of the early learning goals. They plan and provide an extensive range of activities that help children learn through play. Staff manage children's behaviour well, helping children to negotiate and share toys. The wide age range attending the setting does impact on the learning atmosphere, with a few younger children occasionally disrupting activities, mainly at large group times. The room is generally well prepared, however some resources, such as books, are difficult for children to access. There is little floor space available for children to play on. The staff make good use of the school facilities especially for physical development. A comprehensive observation and assessment system is used to inform staff of the stage of each child's learning, and to influence planning.

Leadership and management is generally good. The manager is well qualified and experienced. The committee delegate many responsibilities for the education provision to the manager. The provision are keen to improve facilities, and have plans to use the outdoor area more effectively to extend the learning environment. There is support from advisors but they do not have any effective systems in place to monitor and evaluate their strengths and weaknesses.

Partnership with parents is very good. Useful regular information is given to parents on the setting and the education provision. A review system is in place with parents to update them on children's progress and to ensure the setting is meeting children's individual needs.

What is being done well?

- Staff plan and provide an extensive range of interesting and fun play opportunities, which children freely choose from. The resources are of good quality and activities provided cover all areas of learning.
- Creative development is very good. Children are able to use a wide variety of creative resources to express their own ideas and imagination. Their work is valued by staff and displayed attractively which raises children's self esteem.
- The staff are skilled, competent and work together well as a team. They listen, talk and know the children well, supporting their play sensitively and appropriately.

What needs to be improved?

- the use of practical activities to reinforce children's understanding of numbers and calculation
- the organisation of the large group times to meet the varying needs of the different ages and abilities
- the organisation of some resources, to ensure books are accessible and that children have sufficient space and access to the various activities offered.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing their confidence well and have a positive attitude to learning. Most children sit well at large group times, are keen to express their ideas and speak in front of others. They are developing friendships, play well together, and share resources such as teddies and bricks. Children have a strong sense of personal independence, clearly able to serve their own snack and drinks, select resources and attend to personal hygiene. Children are well behaved and helpful.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy using mark-making equipment for a variety of purposes. They make lists and notes for the recipe for a potion, post letters to their friends and 'write' a lullaby for a baby in role-play. Children are confident to talk to staff expressing their needs and ideas. During group time children re-tell what they have enjoyed playing with and listen to a story. However at occasional times younger children interrupt older children's pleasure and concentration. Children rarely access books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use some mathematical language and ideas in their play. They count out money in the toyshop, sort the types of animals, and use language such as 'big' and 'small' when making towers. Some able children are able to recognise significant numbers, such as how old they are, and recognise simple mathematical shapes. However, children do not use their knowledge of numbers and practise calculation in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a variety of senses to explore and investigate. They are inquisitive and self-assured to try new activities, such as why some things are attracted to magnets. Children are confident to use various technical resources such as telephones, tills and computers. They are aware of some local customs and festivals and those celebrated by others. They use a variety of tools and resources to build and design independently, such as a useful 'Hoover'.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide variety of tools well to practise manipulative skills such as using the magnetic fishing game, and how to replace scissors carefully. They join in range of activities, such as moving like different animals and using a parachute to crawl under. They practise throwing, running and jumping and using large equipment. Children are aware of the effects of activity on their bodies and remove jumpers and tops when 'sweaty'.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use an excellent variety of materials and resources to explore colour, texture and shape. In group projects they enjoy helping to make a large 'Elmer' out of junk. They use their imaginations well in role-play, art, music, and make up their own resources from the mega blocks. Older children are confident to express their ideas and thoughts through paints and imaginative play. Children enjoy singing songs from memory and use instruments competently to explore sound and rhythm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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

- Review the organisation of the large group time and how some resources, especially the books, are laid-out. The large group time takes into account the varying ages and needs of children and how this time can be used to extend the children's learning appropriately according to their abilities and development. Ensure children are encouraged to access all resources and have sufficient space and opportunity to use them.
- Continue to extend the programme for mathematical development to ensure children increase their understanding of numbers and calculation through practical everyday 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.