



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143131

DfES Number: 515169

INSPECTION DETAILS

Inspection Date 20/04/2004

Inspector Name Helen Hunt

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name South Street Pre-School

Setting Address Wincanton Primary School
South Street
Wincanton
Somerset
BA9 9DZ

REGISTERED PROVIDER DETAILS

Name South Street Pre School 1027268

ORGANISATION DETAILS

Name South Street Pre School

Address Wincanton County Primary School
South Street
Wincanton
Somerset
BA9 9DH

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

The South Street Preschool is situated at Wincanton County Primary School. It occupies a large classroom which is attached to the school hall. The preschool has use of the school's outside area and the school hall for physical play.

The pre school has sessions from 09.00 to 11.45 Monday to Friday for children aged two to five years. On Monday and Tuesday afternoon from 13.45 to 15.15 there is a 'Plus 2' group. The preschool is open during term time only.

The preschool is managed by a committee which is responsible for employment and appraisal of members of staff, fundraising, and also for ensuring major decision-making is in the hands of the parents.

The staff are responsible for the day-to-day running of the group.

The preschool is registered for a maximum of 24 children at any one session and is in receipt of funding for three year olds and four year olds. There are currently 25 children in receipt of funding - 11 four-year-olds and 14 three-year-olds. There are no children with English as an additional language.

There are six members of staff who work within the group. The new manager has a Diploma in Nursery Nursing and a B'Tec Diploma in Social Care. She is currently updating her qualifications by undertaking a level 3 NVQ in Childcare and Education. The joint deputy supervisors both have Diploma in Playgroup Practice qualifications. Other staff members have no formal qualifications. All staff are skilled and experienced in working with young children.

Most children attending South Street Preschool move on to the Wincanton Primary School to which the preschool has close links. The group also has links with the childcare advisor from 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?

The quality of the nursery education is very good.

Children are making very good progress in five areas of learning; Personal Social and Emotional Development, Mathematical Development, Knowledge and Understanding of the World, Creative Development and Physical Development. They are making generally good progress in Communication Language and Literacy.

The quality of the teaching is very good.

Staff have a very good understanding of the Early Learning Goals and use this to plan and implement a broad range of activities particularly during free play sessions. Staff support and extend learning during activities and give children extensive opportunities to investigate and explore for themselves. Behaviour is very well managed with staff setting clear rules and gently maintaining these. Both the learning environment and resources are very well managed and staff ensure that children are confident in the use of pieces of equipment before leaving them to explore. Very good attention is paid to meeting the individual needs of each child and assessment is well used to inform planning.

Partnerships with Parents is very good.

Parents are provided with good information about the setting and information about the curriculum via a detailed prospectus. Every effort is made to welcome parents into the group and staff work closely with parents to help quickly settle new children. Informal feedback opportunities on children's progress are offered.

Leadership and management is very good.

Staff are well qualified and experienced and work very well as a team; each member of staff takes responsibility for their own group and activity. Staff meet weekly to discuss children's progress and to plan. Work is constantly reviewed and there is a strong commitment to continuous improvement, although not all sources of information are used to inform self assessment.

What is being done well?

- Children are excited and well motivated to attend the group. Their behaviour is very good and they show respect for others during physical and role play sessions.
- Children have good relationships with adults and peers and are confident to try out new activities.
- Children are able to use mathematical language gained through carrying out naturally occurring activities.

- Children are able to design and make complex structures with a variety of media.
- Children have very good manipulative skills demonstrated when they use equipment and tools.
- Staff plan and implement a broad range of activities which successfully develop individual skills.

What needs to be improved?

- opportunities for children to attempt to write and make marks
- feedback opportunities for parents to seek information on their child's progress and for seeking parental views to inform self assessment.

What has improved since the last inspection?

Improvement since the last inspection is generally good. At the previous inspection three key issues were raised. More opportunities for children to recognise the sound and shape of letters should be provided. This has now been addressed and several activities including the use of electronic toys are used to develop these skills. Greater access to technology was needed.

A computer has been given to the group and some use of this is made by the children. Fundraising is currently taking place to purchase a more up to date machine. Children also now make good use of electronic toys, cameras and cassette players.

More opportunities for children to climb and balance should be provided. Now children are able to access the school's outdoor area and hall for physical play and a new climbing frame and slide has been purchased for indoor and outdoor use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

This area of learning is very good. Children are confident to try out new activities and are enthusiastic to attend the group. Their behaviour is extremely good and they have very good relationships with adults and their peers. They are confident to work alone or in groups and happily select resources and activities for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication Language and Literacy is generally good. Children have good verbal communication skills. They are confident to talk to others and are developing a good range of vocabulary. They readily select books for themselves and can repeat rhymes and songs. Some activities involve the basics of writing but insufficient opportunities are provided.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical development is very good. Children enthusiastically learn how to count and solve simple problems through taking part in naturally occurring activities such as snack time, gardening and making things. They have a very good understanding of shape and position and are keen to explore and solve simple problems such as measuring out soil in plant pots.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Knowledge and Understanding of the world is very good. Children are confident to explore and question why things happen such as the seeds growing. They are able to design and construct complex structures using Lego, play Mobil and sticklebricks. They have good access to electronic toys and extensively explore the workings of everyday objects such as padlocks, torches and cameras.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Physical development is very good. Children are very well coordinated, use space well and show considerable regard for one another when moving around the school hall. They have particularly good skills in using tools and equipment such as scissors and trowels. They show concern for their own health and are very keen to exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creative development is very good Children have very advanced role play skills and use their imagination extensively to become doctors/nurses and ballroom dancers. They thoroughly explore colour and texture in free painting and craft activities and have original ideas for design.

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:
- provide further opportunities for children to attempt writing
- give parents more opportunities to share their views about the provision and extend the range of opportunities for parents to receive feedback on progress.

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.