



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251465

DfES Number: 514050

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Glenda Kathleen Field

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Earlybirds Pre-school (Ravensmere)
Setting Address St. Benedicts Road
Beccles
Suffolk
NR34 9DE

REGISTERED PROVIDER DETAILS

Name The Committee of Earlybirds Pre-School (Ravensmere)
1024706

ORGANISATION DETAILS

Name Earlybirds Pre-School (Ravensmere)
Address St. Benedicts Road
Beccles
Suffolk
NR34 9DE

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

Earlybirds Pre-school meets in Ravensmere County Infants School which is close to Beccles town centre.

Since 1997 this committee run pre-school has operated in partnership with the school to form an Early Years Unit.

Sessions operate five days a week during school term times from 12:45 until 15:15. The pre-school has the use of a classroom during these periods. Occasional use of the school hall is available when it is not timetabled for school use. Outside play takes place in the school playground.

The pre-school is registered for 24 children from 2 to 5 years of age. There are currently 25 children on role, 16 of whom receive funding. The pre-school is supportive of children with special educational needs and children who speak English as an additional language.

Six staff are employed to work with the children, five hold early years qualifications and one is currently attending training. The pre-school are members of the Pre-school Learning Alliance and receive support from teachers from the Early Years Daycare Partnership.

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

How effective is the nursery education?

The provision for nursery education at Earlybirds Pre-School is acceptable and is of good quality. Children are presented with very good resources and stimulating activities to enable them to make generally good progress in Communication, Language and Literacy and very good progress in all other areas of their learning.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage. They successfully organise the environment, resources and timetable so that children can exercise their independence and curiosity as learners. However, the more frequent utilising of children's name cards at activities would be beneficial for children when writing their names. Staff have developed close and trusting relationships with the children; they interact well in children's play, and use effective questioning to extend their learning at activities. Children respond well to the positive support.

A good format for planning, observation and assessment is in place. However, short term plans do not show challenge for the more able child.

Leadership and management is generally good. The committee's vision and commitment to providing good quality education for the children is shared by the staff. Regular staff meetings, induction, and policy reviews monitor and evaluate the effectiveness of the nursery provision. Plans are in place to introduce a staff appraisal system.

The partnership with parents is very good. Parents are well informed about the curriculum through a comprehensive brochure, regular newsletters and notice board information. Parents are able to contribute towards their children's learning through the parent helper rota operated, their additions to children's progress records and the shared reading book scheme operated.

What is being done well?

- Staff's knowledge of the foundation stage and how young children learn enables them to make good use of space and resources and to offer positive teaching strategies that ensure children are offered a rich environment to promote learning in all areas of their development.
- Children's creative development is well fostered. They have good opportunities to explore colour, texture, form and shape in their art work.
- Children are confident and independent learners. Positive attention is given to children's personal and social skills that enables them to approach learning with interest and enthusiasm.

What needs to be improved?

- planning of activities for the more able child
- monitoring and evaluating the quality of teaching taking place
- use of children's name cards

What has improved since the last inspection?

At the last inspection there were three key issues;

Implement plans to streamline long, medium and short term planning procedures so that they are more manageable;

Extend the range of approaches used to manage children's behaviour and take steps to ensure all staff implement all aspects of the pre-school's behaviour policy;

Encourage the older and more able child to write letters correctly, particularly those they need to write their own names.

Since the last inspection the setting has made very good progress. A complete change of staff has taken place. Existing staff have streamlined the planning along with advice from the early years support teacher. Plans are now more manageable.

All staff are aware of and familiar with the group's behaviour management statement. A range of strategies are used to manage children's behaviour, as a result the children behave well.

The presence of a permanent writing area and resources provided to enable children to write for a variety of purposes help children to write letters correctly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing positive attitudes to learning. They show perseverance and enjoyment in their play. Children are building good relationships with each other. They play confidently in small groups and negotiate roles whilst acting out familiar scenarios. Children understand the agreed codes of the setting, they take turns and share fairly. Children demonstrate good self care skills in personal hygiene and independence when choosing activities and pouring their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children can recognise letters and the sounds of letters. Good opportunities for mark-making are provided and children are beginning to write recognisable letters. They attempt writing for a variety of purposes, for example, on pads in the role play area. Some children attempt to write their own names, however, name cards are not utilised to help children form letters. Children's listening and language skills are developing well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical language is developing well. They are confident in using number for counting. Children can count to ten and most know what comes after a given number up to ten. Staff make good use of everyday activities and routines to extend children's knowledge, for example counting number present at snack time. Mathematical activities are planned, and therefore children's early calculation skills and their ability to solve simple mathematical problems are effectively supported

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of their own and others beliefs and cultures, through topics. Visits are made to the local community e.g. the fire station and visitors to the setting include the school lollipop lady. Children are confident in using a range of tools, and are able to construct models. Children are becoming aware of technology by using microscopes, telephones, binoculars and the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular opportunities are provided for outdoor activities, children use a wide range of equipment to develop their gross motor skills. Children are learning how to keep healthy and share responsibility for their own care, by topics on healthy eating, reinforced by an excellent variety of fresh fruit at snack time. Co-ordination and manipulative skills are good when using pencils, scissors, brushes and glue sticks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children play co-operatively in small groups developing their imagination in role play situations and with small world figures. They enjoy exploring the sounds made by musical instruments and have built up a good repertoire of songs and rhymes. Children are able to explore colour and texture when using paint and playing with other resources available e.g. ice and dough, and use their creative skills to express their own ideas through art.

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

- develop planning to ensure that it provides challenges for those children who are more able
- improve the system for the monitoring and evaluating of the quality of teaching taking place by implementing the planned staff appraisal system
- utilise resources to encourage children's independence in writing their own names.

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.