



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127083

DfES Number: 581826

INSPECTION DETAILS

Inspection Date 07/07/2004
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Carmel Caterpillars Pre-School
Setting Address Ufton Lane
Sittingbourne
Kent
ME10 1JB

REGISTERED PROVIDER DETAILS

Name The Committee of Carmel Caterpillars Pre-School Committee

ORGANISATION DETAILS

Name Carmel Caterpillars Pre-School Committee
Address Ufton Lane
Sittingbourne
Kent
ME10 1JB

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

Carmel Caterpillar's Pre-School opened in 1974.

It operates from two rooms in Carmel Church Hall, Sittingbourne, Kent. The pre-school serves the local area.

There are currently 68 children aged two to five years on roll. This includes 31 funded three year olds and 19 funded four year olds. Children attend for a variety of sessions. No children have special needs and the group supports one child who speaks English as an additional language.

The group opens 4 days a week during school term times. Sessions are from 09:15 to 11:45 Tuesday to Friday and 12:15 to 14:45 on Tuesdays and Thursdays.

Two full time members of staff and six part time staff work with the children. Six have early years qualifications.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Carmel Caterpillars is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of the foundation stage and plan practical activities that challenge all children. They plan well balanced opportunities for children to practise previously acquired skills and help them to develop new ones. They explain activities clearly and use questions that encourage children to think. There is a good balance of adult directed and child initiated activities in all areas. Relationships with children are positive, with staff using praise and encouragement to promote children's self esteem and good behaviour. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what children should do next. Activities are evaluated and recorded well and information is used to inform future planning.

The leadership and management of the pre school is very good. Staff understand their roles and responsibilities within the setting and work well together as a team. Staff are committed to providing a high standard of education and their practice is reviewed on a regular basis. Organisation and deployment of staff is good to ensure children are supported in their play.

Partnership with parents is very good. Parents are given regular information about the pre school through newsletters and all information is shared. Parents know their child's key worker and they are regularly invited to discuss their child's progress towards the early learning goals.

What is being done well?

- Staff use good strategies to promote good behaviour and consideration for others. They give children clear instructions and help them understand the impact of unacceptable behaviour on others.
- Staff have a clear understanding of the curriculum for the foundation stage and the quality of teaching is good.
- The curriculum is well planned and provides challenge for all children. Staff promote children's learning by providing good practical activities. There is a good balance of adult directed and child initiated activities.
- Partnership with parents is strong. Staff foster a good relationship with parents and all information is shared.

What needs to be improved?

- the evaluation of activity sheets
- the arrangements for initial contact with families to facilitate the children's progress into the group.

What has improved since the last inspection?

Very good progress has been made since the last inspection and all key issues about planning and ensuring physical development is fully included in the programme of activities have been addressed.

The major improvement has been the organisation of daily routines to include physical development. A section of the hall is now available for physical activities on a daily basis and staff plan good activities to develop children's gross motor skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent in all areas of play. They choose between activities, select resources for themselves, and take care of their personal needs, such as washing their hands. Children learn to share and take turns and to be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and enjoy relating significant events to their friends and to staff. Children listen attentively to stories and, with staff support, enjoy making up their own stories about events in their lives. Children recognise their names and recognise the sounds of letters. Staff provide ample opportunities for children to explore writing for a purpose and to understand the meaning of print.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count to ten and beyond and recognise numbers. Their understanding of numbers is reinforced as they take part in routine tasks such as working out the date and counting how many children are present. Children have the opportunity to develop an understanding of solving practical problems through daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to understand the world they live in through themed projects and visits from people from the local community. Planned activities help children notice changes that occur for example when mixing flour, salt, rice and sugar with water. Children have good opportunities to explore technology and are skilled at using the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set good challenges to use the indoor space to develop their physical skills. They learn to throw and catch soft balls, play football and kick a football and to move to music using large and small movements. Children develop their fine motor skills through the use of a range of tools and construction materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children confidently express their ideas using a range of media and material whereby they can explore texture, shape and colour. Role play activities are varied and interesting for example in the Friendship Café where children use their imagination to purchase drinks and snacks for friends. Children participate enthusiastically in music sessions where they have the opportunity to explore the sounds of musical instrument.

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:
- develop evaluation of activity sheets to ensure all areas are fully evaluated and steps recorded to take any issues further
- continue to develop arrangements for initial contact with families to facilitate children's progress into the group.

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.