



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 142782

DfES Number: 581360

INSPECTION DETAILS

Inspection Date 21/06/2004
Inspector Name Susan June Stone

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St George's Pre-School
Setting Address The School House
West Street
Hinton St George
Somerset
TA17 8SA

REGISTERED PROVIDER DETAILS

Name The Committee of St George's Pre School Committee

ORGANISATION DETAILS

Name St George's Pre School Committee
Address The School House
West Street
Hinton St. George
Somerset
TA17 8SA

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

St Georges Preschool is situated in the upstairs room of the school house which is adjacent to Hinton St. George First School in Somerset. The downstairs rooms of the school house are used by the primary school for an office, kitchen and additional learning area. The pre school have use of one main room, and toilet facilities, they also have use of the school playground and playing field. The preschool has been registered since June 1997 and is registered to provide care for a maximum of 12 children aged two to five years. It is open from 09:00 to 12:00 Monday to Friday, also from 12:00 to 15:00 Monday, Wednesday and Friday.

Children attend the nursery who are in receipt of the government funding for 3 and 4 year olds, currently 5 three year olds and 18 four year olds. At present there are no children attending with Special Educational needs or have English as an additional language.

The preschool has a manager and four additional members of staff one of whom is the lunchtime supervisor, all staff are suitably qualified in child care.

The preschool has developed good links with the Early Years Development Partnership (EYDCP) and has good relationships with the Reception teacher at the school where the group is situated.

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

How effective is the nursery education?

St Georges Pre school offers high quality provision which helps children make very good progress towards the early learning goals. Very good progress is being made in all areas.

Teaching is very good. Staff show a good understanding of the Foundation Stage and how children learn. They plan well and provide a variety of activities and opportunities which promote development and learning in all areas, although weekly activity plans do not indicate learning intentions. Staff are purposefully involved in the activities provided. Staff know the children well and relate very well to them, they promote good behaviour by offering lots of positive praise and reinforcement. Good use is made of time and resources, very effective use is made of the limited space available. Assessment is effective and consistent although written records are not clearly linked to the stepping stones.

Partnerships with parents are very good. Parents are provided with clear information about the setting through regular newsletters and detailed notice board. Parents are offered regular opportunities to discuss their children's progress and achievement. They are encouraged to be involved in their children's learning, staff consult with parents and together agree individual development play plans.

Leadership and Management is very good. Parents form a strong supportive committee. The staff and committee are all aware of their responsibilities to the group and work well together as an effective team. They are all committed to maintaining the good quality care and education provided for the children. Very good links have been established with the primary school where the pre school is located. Good links have also been established with the Early Years Partnership.

What is being done well?

- Staff have a clear understanding of how children learn, they plan and provide a good range of activities that promote learning and development in all areas.
- Good use is made of the resources available, very effective use is made of the limited space to provide a variety of learning opportunities for the children.
- Partnerships with parents are very good. Parents are encouraged to be involved in their children's learning. Staff consult with parents to agree individual development play plans for the children.
- Staff and committee are clear of their roles and responsibilities and work well together as a team. They are committed in maintaining the high standards of the provision offering good quality care and education for the children.
- Children's personal, social and emotional development is very good. they are

confident, cooperative and interested. Children are very well behaved, they are developing good relationships with adults and peers.

What needs to be improved?

- written weekly activity plans to indicate specific learning intentions
- children's written assessment records to indicate progress being made linked to the stepping stones.

What has improved since the last inspection?

Staff have made very good progress in addressing the two points for consideration from the last inspection.

Staff have attended various training and courses which covered the transition to Early Learning Goals and the stepping stones are now planned for appropriately. Staff continue to attend training on different aspects of the curriculum where needed. Good links have been established with the Early Years Foundation Stage Advisor who visits regularly to check the planning and curriculum are up to date. The group also attend termly cluster group meetings where current issues are discussed. The group also have regular liaisons with the Reception teacher concerning the foundation stage curriculum.

The special educational needs policy has been reviewed and updated to make reference to the important part the comprehensive system plays in the identification of children who may have special educational needs. The group has a named Special Educational Needs Coordinator (SENCO) who has completed all relevant training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good relationships with adults and peers. They work well together, share and take turns. They are developing good personal independence and are confident to make choices about their play and learning, they are able to dress and undress themselves when using the dressing up clothes, asking for help when needed. Children behave very well, they have a good understanding of right and wrong they correct peers appropriately, like saying we should be tidying away not playing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well, they are confident to speak in familiar groups, they use language to communicate and negotiate within their chosen play. Children are provided with a print enriched environment and understand that print carries meaning. Staff introduce children to new words like 'fabric' and 'evaporate'. Children know the letters of the alphabet and letter sounds. They enjoy books and are encouraged to share books at home with the pre school library system.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can recognise numbers 1 - 10 in their numeral form. They confidently count in everyday activities to 10 and beyond. Children use language like big and small to compare size. They use their knowledge of numbers and size when sequencing pictures of clothes on the washing line. Children also use their knowledge of shape and size to help to complete jigsaw puzzles. Children are developing an understanding of simple calculation through planned activities and number songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate using all their senses as appropriate. They investigate living things like watching the development of caterpillars into butterflies. Through topics and themes children are learning about different countries and the cultures and beliefs of others. Children are offered daily opportunities to build and construct with a variety of materials like playdoh and Duplo. Children know about and use everyday technology, their computer skills are being developed.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children experience a variety of activities to develop fine motor and gross motor skills like peg boards, playdoh and outdoor play. They are able to run, walk, climb and balance, they move with control and coordination and show an awareness of others both inside and during outdoor play. They use a range of tools and equipment like scissors, spatulas and paintbrushes with confidence and dexterity. Children know the importance of washing hands to help prevent the spread of germs.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a range of materials through planned and everyday activities like craft, dough, corn flour paste and bubbles. They are offered regular opportunities to develop their own artistic design and flair, contributing their own ideas to topic displays. Children use their imagination well in role play and games, acting out and recreating real life experiences like going shopping or getting married. They happily choose to play musical instruments, singing songs to the music they make.

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:
- indicate specific learning intentions on weekly activity plans
- link children's progress in the written assessments to the stepping stones.

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.