



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 220244

DfES Number: 519090

### INSPECTION DETAILS

Inspection Date 30/11/2004  
Inspector Name Kristin Hatherly

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Flore Pre-School  
Setting Address 56 High Street  
High Street  
Flore  
Northamptonshire  
NN7 4QD

### REGISTERED PROVIDER DETAILS

Name Flore Pre School 1028182

### ORGANISATION DETAILS

Name Flore Pre School  
Address 56 High Street  
Flore  
Northampton  
Northamptonshire  
NN7 4QD

## 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

Flore Pre-school opened in the 1960's. It operates from a large hall in the village of Flore between Daventry and Northampton. The pre-school serves the local community and surrounding villages.

It is registered for 25 children between the ages of 2 years 6 months and 5 years at any one time. There are currently 16 children on the roll and this includes 6 four-year-olds in receipt of government funding. Children attend for a variety of sessions. Staff are able to support children who have special needs and children who speak English as an additional language.

The pre-school is open term time only on Monday, Wednesday and Friday, from 09:30 to 12:00, and Tuesday 12:30 hours to 15:00 hours. On Thursdays it is open from 09:30 to 13:00.

There are two supervisors and six other members of staff, five of whom hold appropriate qualifications. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

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

### How effective is the nursery education?

Flore Pre-School provides good quality nursery education overall where children are making very good progress towards the early learning goals.

The quality of teaching is very good overall. Staff have a clear understanding of the Foundation Stage, which can be seen through the planning of a wide range of interesting activities. Observations and assessments are used effectively to enable staff to plan and build on children's existing knowledge and provide an appropriate level of challenge. Staff are able to adjust activities to cover individual needs and interests, and there are some opportunities for older children to solve simple problems. Staff have the ability to support children with special educational needs or who are learning to speak English as an additional language. All children are encouraged to take part in the activities. Staff explain activities clearly, and make good use of questioning. There is a high expectation of children's behaviour and as a result children respond well.

Leadership and management is very good. The pre-school is managed by a supportive committee who have appropriate systems in place for recruitment, induction and staff appraisal. Staff work well together as a team. They show commitment to the continuing improvement of the care and education through reviewing and reflecting on the nursery education they provide in co-operation with the Advisory Teacher from the Early Years Childcare Partnership and Pre-School Learning Alliance.

The partnership with parents is very good. Parents receive regular information about the curriculum, the daily programme and their child's day-to-day achievements to help them extend their children's learning. They are encouraged to be involved in the pre-school through the committee and the parent helper rota. Children's records are always available and parents can talk to staff at any time.

### What is being done well?

- Staff have developed good relationships with the children enabling them to feel secure and enjoy their time at pre-school and this results in very good behaviour. Children are encouraged to talk about past experiences and make connections with their learning through role-play situations.
- Children talk confidently to each other and to staff. They listen and interact happily in large and small groups and are able to express their feelings and experiences. Their personal independence is fostered appropriately through many of the activities.
- Children's physical skills are promoted well through continuous access to outdoor play.

- Staff have a very good knowledge of the early learning goals which is demonstrated through their planning, systems of assessing children and their spontaneous observation of children's achievements.

**What needs to be improved?**

- the extension of opportunities for older children to solve simple problems.

**What has improved since the last inspection?**

Very good progress has been made since the last inspection. Management and staff have continued to build on strategies to ensure that they maintain the quality and standards of the educational provision. This has included providing children with continuous access to the outside play area and planning in more activities relating to balance and climbing. Staff ensure, through exercise to music and topics, that children develop an awareness of good health and healthy eating. They have also extended existing activities to develop children's investigating skills and awareness of different cultures and beliefs. Children also now have access to a computer. The children's profiles and the role of observation and assessment have been reviewed and improved to ensure that the stepping stones are being achieved which has had a positive impact on the children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups. Children are aware of routines. They develop good relationships with staff and peers, begin to co-operate with each other and assist staff with tasks. Children respond readily to clear guidance and learn what is expected of them. They are able to operate independently. Their confidence and self-esteem is boosted through continual praise and they behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently, using language for a variety of purposes. They speak in familiar groups and during role-play. Children are developing their early writing skill and experiment with writing as part of play. They recognise their names from cards. Young children make marks and older children write the letters of their names. They handle books independently and listen to stories attentively joining in with interest.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing an interest in number and count spontaneously and confidently during singing and other activities. Some children are starting to recognise written numerals. Children discover the property of shape through construction and craft activities. Children use language to describe weight and size and explore capacity through sand and water play and there are some opportunities for older children to solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore how things work and why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting, investigate the properties of various materials and take part in cooking activities. Children talk about past and present events in their lives. They develop an awareness of their own and other cultures. They enjoy a range of visitors and outings and use a variety of materials to build and construct.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move and use equipment confidently with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop their small hand and whole body skills. They are beginning to understand the importance of keeping healthy, the difference between healthy and unhealthy food and recognising the changes that happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore and express their creativity using a variety of interesting materials. They draw, paint and construct using resources for a purpose. Children experiment in two and three dimensions. Children make connections in their learning through a variety of role-play situations, which engage them well. They have regular opportunities to develop their musical understanding and sing with enjoyment.

**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 were no significant weaknesses to report, but consideration should be given to improving the following:
- further develop opportunities for older children to solve simple problems.

*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.*