



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 139959

DfES Number:

### INSPECTION DETAILS

Inspection Date 23/02/2005  
Inspector Name Denys Rasmussen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Alban's Pre-School  
Setting Address St. Albans Church Hall  
Gander Green Lane  
Sutton  
Surrey  
SM1 2HD

### REGISTERED PROVIDER DETAILS

Name Mrs Susan Elizabeth Tinker

## 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 Albans Pre-school is one of two pre schools owned by Susan Tinker. It opened in 1992 and operates from two halls in St Albans Church Hall in Sutton. A maximum of 26 children may attend the pre school at any one time. The pre school is open each weekday morning from 09:00 to 12:00 and from Tuesday to Friday afternoon from 12:45 to 14:45 during term time. During the school summer holiday the preschool opens each weekday from 09:00 to 12:00. There is an adjacent secure enclosed outdoor area.

There are currently 81 children from two to under five years on roll. Of these 22 children receive funding for nursery education. Children attending come from the local area. The pre school currently supports children with special educational needs and also supports children who speak English as an additional language.

The pre school employs 11 staff. Four of the staff, including the manager hold appropriate early years qualifications. Six staff are working towards a qualification and one is unqualified.

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

### How effective is the nursery education?

St Albans Pre School provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social, emotional and physical development and knowledge and understanding of the world is particularly well-planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage the children well, interact skilfully and foster good relationships. Good topic based activities are planned and link well to most areas of learning however mathematical learning opportunities are not fully exploited as part of the everyday routine and writing is not encouraged for a variety of purposes. Activities are well managed and the organisation of the pre-school helps children to increase their independence, imagination and self help skills. There is limited use of malleable materials for children to experiment with. Children are given good opportunities to develop their language skills and are well developed in this area. Their knowledge and understanding of the world is well supported and activities ensure children's physical development is well promoted. It is not clear how children's next steps for learning inform the planning.

Leadership and management is generally good. The setting gain support from outside agencies when appropriate. There is a commitment to staff development and staff have access to guidance, support and relevant training. The quality of the provision is reviewed and steps are taken to address identified weaknesses. Staff work well as a team, aware of their roles and responsibilities.

The partnership with parents is generally good. There are good communication systems in place and parents are well informed about their child's achievements and progress, however the information given to parents about the foundation stage is not effective.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. Their calm, polite and attentive manner sets a very good example for children. Children are happy and work well together in a relaxed atmosphere. Children benefit from skilled staff who pay excellent attention to their emotional needs enabling them to settle well and gain from the activities provided.
- Staff interact with children to support and enhance their play. The children have access to a good range of resources which they access independently and the child led environment ensures children develop their imagination and language skills.
- Children are introduced to a variety of cultures and beliefs and the staff have

built up a useful resource file to support their topic work. They also use parents and staff as a resource to share their knowledge with the group.

**What needs to be improved?**

- opportunities for children to use writing for a variety of purposes.
- opportunities for children to explore malleable materials.
- the programme for mathematics.
- the assessment process.
- information given to parents about how the pre -school helps children progress under each area of learning.

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

N/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and relate well to adults and their peers, they show care and concern for each other and have particular friends. Staff encourage children's self help skills and independence, they put on dressing up clothes, wash their hands, pour their own drinks and make choices in the use of the equipment and activities. Children behave well, they are busy and motivated encouraged by the relaxed and positive manner of the staff. Children work well together, they share and cooperate.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories, they often choose to sit and share a book with a friend. Staff extend children's vocabulary through role play and practical activities. Children are encouraged to listen and recognise sounds. They explore language, they negotiate and discuss real and imagined experiences with confidence. Children do not often attempt to write and writing is not used for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use language to describe and compare they use positional and size language such as closer and bigger. Children learn about shape and size through practical activities, they are encouraged to sort objects into size, shape and colour. They complete simple puzzles with skill. Children do not often count and do not always recognise numerals. There is limited use of labelling and staff do not exploit maths opportunities during the every day routine.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's design and making skills are encouraged with independent access to a variety of resources. They learn about animals and transport and are beginning to learn about a variety of beliefs and cultures through good topic based activities and a variety of resources. They happily discuss their families. Children use simple technology to support their learning and experiment with binoculars. Good practical activities using the natural environment e.g. watching snow melt.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are aware of their own physical needs, they use the toilet, wash their hands and the staff's good use of props teach children about personal hygiene. Children use small equipment well, they thread, cut and stick with skill. Children negotiate the nursery space with confidence and use both halls independently. Large physical play is planned for on a daily basis ensuring children have opportunities to practise their climbing, crawling and balancing skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use role play imaginatively and enact their own experiences, staff interact with the children to extend and enhance their play. Children experiment with musical instruments, repeating rhythm patterns and enjoy singing familiar songs. Children have access to a variety of creative media. They experiment and are proud of their creations. There is limited access to malleable materials.

**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**

- plan to provide a) more opportunities for children to use writing for a variety of purposes and b) for children to have more opportunities to explore malleable materials.
- improve the programme for mathematics by helping children develop number recognition and by exploiting mathematical opportunities during the daily routine.
- improve the assessment process by recording children's next steps for learning to inform the planning.
- devise a more effective way of providing information for parents about the foundation stage and the activities the pre school offers that help children progress under each area of learning.

*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.*