



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305335

DfES Number: 521696

INSPECTION DETAILS

Inspection Date 14/03/2005
Inspector Name Steven Anthony Urry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Wilfrids Pre School
Setting Address Greenbank Lane
Hartford
Northwich
Cheshire
CW8 1JW

REGISTERED PROVIDER DETAILS

Name St Wilfrid's Pre-School 1027964

ORGANISATION DETAILS

Name St Wilfrid's Pre-School
Address Greenbank Lane
Hartford
Northwich
Cheshire
CW8 1JW

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. Wilfrid's Pre-school operates from two rooms adjacent to the Reception class within St. Wilfrid's Primary School. It is registered to provide care for 30 children aged from 2 years 9 months to five years.

The pre-school is managed by an independent committee. There are three permanent members of staff all of whom have a current Early Years Qualification.

The pre-school has funded places for some three year olds and all four year olds attending. Places are allocated according to criteria outlined in the group's Admissions Policy.

The pre-school operates during term time offering daily morning sessions from 9;00 to 11.30 and four afternoon sessions from 13;00 to 15;15 hours.

There is an enclosed outside play area.

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

How effective is the nursery education?

The provision for funded nursery education at Saint Wilfrids Pre School is of good quality. Children make generally good progress towards early learning goals in personal, social and emotional, communication language and literacy, mathematics and knowledge and understanding of the world. Their progress in creative development is very good.

Teaching is generally good and the use of assessments. The staff team have been together for five months the team is committed to their progression and development. Staff have an understanding of how children learn and provide planned learning experiences. They plan sufficiently to allow children to independently consolidate their learning in all areas they are interested in what children do and say and are skilled at asking questions to extend learning. Staff have an appropriate knowledge of the early learning goals which they use effectively. Assessments of children's progress and the evaluation of activities are consistently used to identify the next steps in learning and inform weekly planning. However, implications for resources are not always used to inform daily planning.

The quality of leadership and management is generally good. The Committee are very supportive of the staff team to ensure its aims are carried out. There are regular staff meetings, which clearly identify roles and responsibilities, to ensure children's learning potential is developed.

Partnership with parents is very good. This is due to information being regularly shared through newsletters, displays, open evenings. Staff develop good relationships with parents who are welcome to visit at any time. There are both formal and informal systems for communicating to parents how their children are progressing.

What is being done well?

- Children are confident and independent as they choose between activities, select resources for themselves and take care of their personal needs;
- Staff use their knowledge of the Foundation Stage to plan activities to meet children's needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment, where children are clearly valued and included;
- The committee is very supportive to the staff team and the development of the provision;
- The children communicate well with each other and staff as they engage in purposeful conversations. They are confident, interested and motivated to learn, and demonstrate a high level of concentration and involvement in

activities;

- Children receive individual sessions with a member of staff on a regular bases.

What needs to be improved?

- the process for day to day supervision to ensure children behave well at all time and are not disruptive;
- the opportunity for children to be sufficiently challenged in developing their independence, writing for a variety of purposes;
- the opportunity for children to be sufficiently challenged in developing their knowledge and understanding of information and communication technology;
- weekly activity plans take into account resource implication.

What has improved since the last inspection?

There is now an effective and manageable method of accessing the children's attainments and progress towards the Early Learning Goals and the desirable learning outcomes using the step by step profiles;

regularly planned indoor and outdoor physical activities incorporates a clear progression of individual development.

children are provided with opportunities to associate letter sounds with syllables and ensure that they use upper and lower case letters appropriately when writing their names;

regular news letters inform parents of the educational programme and activities provided in the course of the pre-school education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They express their thoughts and ideas within a group and freely initiate play situations confidently. Children are forming good relationships with adults and their peers and work well together, taking turns and sharing. Children's independence skills are well developed most children are able to dress themselves. Their behaviour is managed generally well with ongoing positive encouragement however, the overall supervision could be improved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children build up a good vocabulary through well planned topics and some speak confidently in front of others in a group. Books are used by staff to create an interest in stories but time for children to enjoy books themselves does not have enough priority in the routine. Children know print carries meaning as they select their name on a label for pre registration. There is good labelling around the room and encouragement for children to read. Children do handwriting activities regularly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to use their counting skills; most count to 10 with more able children counting to 20 and beyond as they count confidently whilst singing nursery rhymes. Children have an understanding of addition and subtraction as they solve mathematical problems through singing nursery rhymes. Children recognise shape, they use language well to describe size and shape when questioned and encouraged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the environment through observing the immediate surroundings through role play and planned activities. They examine and explore a wide range of objects and materials by using their senses. Good use is made of the indoor and outdoor environment to ensure children are active and enjoy physical exercise in play. Children design well for a range of quality equipment. Limited use is made of information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the environment with confidence and good control. They show an awareness of space, themselves and others. They have many opportunities to develop strength and balance through using climbing apparatus and challenging obstacles. Children confidently handle small tools such as writing instruments, scissors, brushes and glue with good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enjoy exploring colour in imaginative ways through art and craft activities. Displays are regularly changed to reinforce and stimulate learning. Children have opportunities to explore and choose from a range of media and enjoy sticking, painting, sand and water. They use small equipment, tools and construction kits well. Children enjoy the regular musical and singing sessions.

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

- to further develop the writing area to allow children to write for a number of purposes and variety;
- Improve children's knowledge and understanding of information and communication technology;
- ensure weekly plans take into account the resource implication for each activity.

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.