



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305306

DfES Number: 512160

INSPECTION DETAILS

Inspection Date 06/02/2003
Inspector Name David Corcoran

SETTING DETAILS

Setting Name Somerford Kindergarten
Setting Address Quinta School Grounds
Congleton
Cheshire
CW12 4LX

REGISTERED PROVIDER DETAILS

Name . Somerford Kindergarten Comm.

ORGANISATION DETAILS

Name
Address

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

Somerford Kindergarten has been registered to provide sessional care since 1982. It is registered to care for a maximum of 24 children aged between two and a half and five years. The facility is open 9.15-11.45am and 12.30-3.00pm, Monday to Friday, term time only and caters for children from the immediate locality and local rural area. There are currently 63 children on roll with 13 three-year-olds and 12 four-year-olds who are in receipt of funding. Most of them attend for five sessions each week. Children who have been identified as having special educational needs are supported. There are no children for whom English is an additional language. The Preschool owns the premises within the grounds of Quinta County Primary School, Congleton and is managed by Somerford Kindergarten Committee which is the registered provider (nominated person - Debra Bailey, current chair of the committee); it has charitable status and is a member of the Preschool Learning Alliance. The premises are a pre-fabricated mobile classroom building with two playrooms, kitchen, toilets, storage areas and an outdoor play area. There are 11 members of staff, of whom 8 hold a recognised childcare qualification, with 2 staff currently undertaking training. The staff in the pre school have established many positive links with the reception teachers in the school and access support from an early years advisory teacher through the EYDCP.

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

How effective is the nursery education?

The educational provision for this setting for the funded three and four- year-olds is of good quality. Children are making generally good progress towards early learning goals overall. There are very good aspects of learning in personal, social and emotional development, knowledge and understanding of the world and creative development. Good progress is being made in communication, language and literacy, mathematics and physical development. The quality of teaching is good overall. Staff have a very good knowledge and understanding of the foundation stage. Planning covers all areas of learning. Organisation of staff and resources enable both three and four year olds to make good progress. Children's behaviour is well managed. Observations and assessment are used to record children's progress. These records do not include parents contribution on their observations of their child's progress. The leadership and management is very good. The management committee liases closely with staff to ensure its aims are carried out. The committee chairperson organises regular meetings with the staff and the staff hold individual planning meetings to organise activities. The pre school leaders provide a balanced programme of activities for the children and monitor their progress. Training and development is ongoing for all staff. All staff and committee members work hard to improve any areas of weakness identified. Partnership with parents in the pre school is generally good. Parents receive an informative booklet giving details of policies, routine and curriculum. They complete an information sheet about their child as they start at pre school and are involved in the management committee. Parents are informed of the theme for the week and encouraged to bring in articles from home. Discussion regarding childrens progress sometimes takes place, but as this is informal, it does not always encourage staff to build upon this to further develop the children.

What is being done well?

The good progress children make in building self esteem and confidence in personal, social and emotional development. The very good provision of experiences for children in knowledge and understanding of the world and creative development. The children communicate well with one each other and staff. They are interested and motivated to learn. The range of materials provided by staff to enable children to explore and respond creatively. The strong leadership from the management committee and the knowledge and willingness of the staff to ensure all children's learning.

What needs to be improved?

Further develop and implement ways in which observations and assessments of the children, made by parents and carers, may be recorded and used to complement those made by staff.

What has improved since the last inspection?

The pre school has introduced many resources and have planned festivals and celebrations throughout the year, which was evident from wall displays, plans and activities during the inspection 'Chinese New Year' There has been some improvement in the observations and assessment of the children, however they do not have a regular system for recording observations and assessments made by parents and carers, to be used to compliment those made by staff.

SUMMARY OF JUDGEMENTS

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| <p>The children are making very good progress in personal, social and emotional development. Children behave appropriately for their age, they are learning to have consideration for others. They develop their confidence from having opportunities to be independent in selecting their own activities and helping in putting things away. They take turns and share, are interested and involved in their play, which underpins their learning in many areas.</p> | |

| COMMUNICATION, LANGUAGE AND LITERACY | |
|--|----------------|
| Judgement: | Generally Good |
| <p>Progress in communication, language and literacy is generally good. Most children are learning to recognise their name and form some letters. They enjoy participating in stories, although at times, some children's concentration lapsed. Children select their own books to read and communicate well with each other and adults. They use language with increasing confidence. There are many opportunities for children to write, some three year olds can form letters and most four year olds are competent writers.</p> | |

| MATHEMATICAL DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| <p>Children are making generally good progress in mathematical development. They learn about shape and size through practical activities such as matching shapes in role play and craft work. All four year olds and some three year olds can count to ten and beyond. Most children were beginning to add and subtract, however there were some missed opportunities to use maths in everyday situations. Children practice writing numbers and have opportunities to observe written numerals on various wall charts.</p> | |

| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
|--|-----------|
| Judgement: | Very Good |
| <p>Knowledge and understanding of the world is a strength of this setting and children make very good progress in this area. They talk about their own lives, their families, people's jobs and the environment in which they live. Children are gaining an awareness of time and place and learn about cultural differences during celebrations. There are many opportunities to design and make objects. Children are learning to use the computer and other technological toys.</p> | |

| PHYSICAL DEVELOPMENT | |
|--|----------------|
| Judgement: | Generally Good |
| <p>Progress in physical development is generally good. Children move around the rooms with good control. They have some opportunity to climb, balance, jump and crawl through obstacles. They learn about the importance of hygiene and know why they wash their hands before eating and after using the toilet. The provision of a wide</p> | |

variety of tools for different activities ensures children develop good hand eye co-ordination.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development. They engage in imaginative dialogue in their role play and use their imagination when making three dimensional models of dragons. They work with a range of colours, different textures materials and glue to create their own pictures and models. Children are proud of their contributions to the wall displays and regularly talk about the theme's they represent. They communicate ideas and feelings when using artefacts to accompany the story.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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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

Further develop and implement ways in which observations and assessments of the children, made by parents and carers, may be recorded and used to complement those made by staff.