



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY240320

DfES Number: 537030

### INSPECTION DETAILS

Inspection Date 11/01/2005  
Inspector Name Kelly Eyre

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sandy Pre-School  
Setting Address Dapifer Block  
Sandye Place School  
Sandy  
Bedfordshire  
SG19 1JD

### REGISTERED PROVIDER DETAILS

Name The Committee of Sandy Preschool 1094538

### ORGANISATION DETAILS

Name Sandy Preschool  
Address Dapifer Block  
Sandye Place School  
Sandy  
Bedfordshire  
SG19 1JD

## 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

Sandy Pre-school is managed by a committee. It originally opened thirty years ago as 'Sunshine Pre-school', amalgamating with 'Sandpiper Pre-school' in 2001 and becoming Sandy Pre-school. It operates from one main room in a building in the grounds of Sandye Place School, situated close to the centre of Sandy. A maximum of 12 children may attend the pre-school at any one time. It is open each weekday during term-time and sessions are from 09.15 to 11.45 and 12.30 to 15.00. All children share access to a secure outdoor play area.

There are currently 35 children aged from 2 to under 5 years on roll. Of these, 15 children receive funding for nursery education. The pre-school serves the local and neighbouring community. They currently support a number of children with special educational needs, and are able to support children who speak English as an additional language.

The pre-school employs five staff. Three of the staff, including the manager, hold appropriate early years qualifications. The remaining two staff members are working towards a qualification.

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

### How effective is the nursery education?

The provision for nursery education at Sandy Pre-school is good overall. It enables children to make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world and creative development. Children make generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff give clear directions and make good use of open questions to extend children's learning. They allow children time to consolidate their learning through discussions and repeating themes and activities. Staff have a good knowledge of the curriculum and use this to plan a range of activities, being aware of the purpose of each activity and the areas of learning covered. Staff are experienced in adapting activities so that all can participate. Staff support each other well. They are aware of their roles and are able to work individually with children or in groups.

Assessment of children is clear and practical. Staff get to know the children well and are sensitive to their individual needs. They are confident in handling children's behaviour, encouraging them to share and negotiate. They use appropriate methods for working with children but miss some opportunities to extend activities.

Leadership and management is generally good. Staff work well as a team and have confidence in each other. They are realistic about the care provided and are committed to further improving their practice. They access support from a variety of sources and act positively on advice given, reviewing progress through weekly planning meetings.

Partnership with parents is generally good. Parents are confident in the staff and find them caring and approachable. They are given clear information and kept informed of their child's progress through discussions with staff, newsletters and access to their child's records. However, accessing some information is difficult due to the positioning of notice boards.

### What is being done well?

- Children are encouraged to choose their own activities. They move confidently from one activity to another throughout the session, sharing and negotiating turn-taking. They have good relationships with staff and are developing relationships with their peers.
- Staff are skilled and confident in settling new children, making good judgements about when to leave children and when to intervene. This helps the children to feel secure and confident and they quickly settle into the pre-school.

- Staff communicate well with the children, giving clear, simple reasons and instructions. This enables the children to feel confident in their communications with staff and each other. They make good use of language to communicate their needs and organise and express their thoughts, often forming complex sentences.
- Children are given lots of opportunities to learn about the features of living things and the natural world (for example, planting bulbs, watching tadpoles and caterpillars). They are able to consolidate their learning in these areas through planned and informal discussions.
- Staff provide a wide variety of creative opportunities for children to explore texture and to construct with a variety of mediums. Children show enjoyment and are developing skills in these areas, using a range of creative words to describe their activities.
- The support for children with special needs is very good. It demonstrates a thoughtful understanding of the children's individual needs. Support and advice is sought from a range of sources and the group provides one-to-one support when needed. This enables children to participate in all activities at an appropriate level.

**What needs to be improved?**

- daily opportunities for children to view written words, letters and numbers
- opportunities for children to use simple calculation and problem-solving in everyday activities.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently choose activities and resources throughout the session. They sit quietly and listen to stories and persevere at tasks. They have good relationships with staff, initiating discussions and asking for help when needed. Their confidence and self-esteem are nurtured and they demonstrate a pride in their achievements, proudly showing their work and discussing their activities. Children are well behaved and show a good understanding of negotiating, sharing and turn-taking.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and with adults. They use language to communicate needs and feelings and to organise and express their ideas. They show an enjoyment of stories, both in groups and independently. Most children are able to link sounds and letters and are beginning to form letters and recognise their names. They enjoy activities that include writing. However, there are limited opportunities to view written words and letters around the setting.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children attending the pre-school are in the youngest age range but most can confidently count up to five and can recognise and name shapes and colours. Some children are able to recognise and name written numerals. However, staff do not always take opportunities to encourage children to count and calculate as part of everyday activities. Children use basic mathematical language in their play, for example, weighing, comparing sizes and using positional language, (in front, behind, next to).

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given opportunities to use IT equipment (computer, tape recorder). Activities such as growing plants and observing tadpoles and caterpillars help develop their knowledge of the natural world. They are developing a sense of time through activities and discussions such as talking about what they did in the holidays. Children learn about other cultures through regular activities relating to festivals and beliefs.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move confidently and safely around the room and outdoor play area, carefully negotiating furniture, equipment and other children. They are competent in using small tools and use these safely (for example, they always sit down to use scissors). They are developing an understanding of health and their physical needs. There are opportunities to use large play equipment but these are sometimes limited due to the necessary restrictions of the environment.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children show a clear enjoyment of construction, painting and craft activities. They are able to draw recognisable shapes and patterns (for example, sponge painting snowman patterns). They enjoy music sessions and have regular opportunities to use musical instruments. They are able to sing a variety of songs and most children can join in with appropriate actions. Planning and daily activities show clear use of senses as a means of exploring and noting changes.

**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**

- increase daily opportunities for children to view written words, letters and numbers
- increase opportunities for children to use simple calculation and problem-solving in everyday activities.

*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.*