



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109371

DfES Number: 594770

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Caroline Bishop

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sedlescombe Pre-School
Setting Address The Village Hall
The Street
Sedlescombe
East Sussex
TN33

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Management Committee
Address Sedlescombe Playgroup
Village Hall, The Street
Sedlescombe
East Sussex

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

Sedlescombe Pre-School is managed by a voluntary committee of parents and operates from the village hall in Sedlescombe.

It takes children from two-and-a-half to five years old and is used by and families in Sedlescombe village and the surrounding area.

The group is open during term time on Mondays, Wednesdays and Fridays from 09.15 until 12.00, and during the spring and summer terms there are sessions for the older children until 15.15. They have use of a large hall and stage, and sole use of a room and adjoining fenced outdoor area. The group presently has 24 children on the register, including 13 funded three-year-olds and 8 funded four-year-olds, and has experience of working with children who have special educational needs.

The Pre-School is run on a day-to-day basis by the supervisor and deputy who have relevant qualifications, with help from three other members of staff who are currently undertaking training, and two temporary assistants.

The group is a members of Bexhill and Battle Under Fives Association and has strong links with the local primary school.

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

How effective is the nursery education?

Sedlescombe Pre-School provides high quality nursery education, and children are making very good progress towards all the early learning goals. Staff understand how children learn, and have high expectations and clear aims to help them make progress.

The quality of teaching is very good. Well-planned activities motivate children to learn new skills and acquire new knowledge, although on some days there are no written aims for learning in mathematics and this area is sometimes given less emphasis. Good teaching methods with clear explanations and effective questioning help children to respond confidently to challenges. Well-organised sessions for older children provide very good challenges and changes in routine, which are suitable for their growing maturity. Staff manage children well and have clear expectations for their good behaviour. Assessments of children's achievements give clear records of progress, and information of children's knowledge and skills are used well to plan the next steps in learning. Children with special educational needs are well-integrated, happy and making good progress.

Leadership and management are very good. The supervisor is enthusiastic and has clear aims for children's learning and staff development. Improvements have been made to the planning and assessment systems, and effective changes have had a positive impact. Teaching is monitored and improvements are planned, and a strong link with the local primary school provides useful support for teaching.

The partnership with parents and carers is very good. Parents receive good, clear introductory information and are updated regularly in newsletters. There is a friendly atmosphere and staff interact well with parents and discuss what children have done in sessions and at home. Records of individual children's achievements are clear and regularly shared with all parents. Parents are aware of plans and aims for their children's learning, which they can continue at home.

What is being done well?

- Children behave very well; they have good relationships, concentrate and persevere very well during activities and are considerate towards others.
- Children are motivated to take part in activities because staff are enthusiastic and supportive. They talk to children, listen to what they say, value their contributions and show interest in what they do.
- The timetable is well-planned to ensure that all children take part in a range of experiences, and staff provide an interesting environment which encourages children to make choices, do things for themselves and learn from their experiences.

- Staff use effective teaching strategies which help children learn and acquire new skills. They introduce new ideas clearly, ask questions that make children think, and provide a supportive atmosphere in which children feel safe to attempt challenges.

What needs to be improved?

- the use of mathematical vocabulary throughout sessions to encourage children to practice skills and solve mathematical problems.

What has improved since the last inspection?

Sedlescombe Pre-school has made very good improvement since the last inspection.

At the last inspection the group was asked to develop the assessment and record keeping system to provide staff and parents with more information about children's achievements in each area of learning.

A new assessment system has been introduced. It is used effectively to record children's responses to activities and gives staff and parents clear and comprehensive information about individual children's achievements and progress towards all the early learning goals. Information is used well to plan future activities and help children move on to the next stage in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children talk confidently to staff and show developing confidence showing objects to the rest of the group. Children show great interest in what they are doing, make confident choices and are encouraged to experiment and find things out for themselves. Children behave well and have very good relationships; they work well together, help each other, learn to be considerate and are polite. Older children concentrate very well colouring repeated patterns and persevere well to complete the activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate very well with each other, talk confidently to staff and have good social interaction at snack time. They talk about their ideas and feelings when making a collage, describe what they see when mixing coloured paints together, and use a good range of vocabulary as they look at caterpillars. Children practice writing for different purposes and older children write confidently using recognisable letters. Children enjoy looking at books and use reference books for information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use a range of mathematical vocabulary in activities and at registration. They count accurately, recognise numbers with developing confidence and learn how to make repeating patterns. Older children respond well to challenges and solve problems confidently, such as adding the number of boys and girls together. They explore and compare height and capacity, and use measurement. However, staff miss situations in some activities where they could encourage more use of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about different stages of insects, are curious looking at caterpillars and use reference books to find things out. They make predictions and experiment with objects in water, and are familiar with computers. Older visitors describe differences in the past, and children describe their own past experiences. Children go on nature walks, visit the church and local home for the elderly and talk to people in the community. They celebrate cultural events and learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Well-planned activities offer challenges and ensure children practise different skills. Children co-operate well as a team playing circle games and avoid obstacles as they pedal and steer around them. They use the slide safely and confidently and concentrate balancing on stilts. Children handle small equipment well and use their hands in different ways. They learn about how to protect their bodies from the sun, and develop an awareness of the important of personal and dental hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children compare colours and experiment to find out how colours change. They make up stories, act out their own ideas, re-tell stories using books and take part in planned activities which ensure all children use their imaginative skills in different ways. Children talk about their ideas and experiences, feeling different textured materials and seeing the changing colours as they mix paints. They explore sound and rhythm using instruments and listen to a range of different styles of music.

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 are no significant weaknesses to report, but consideration should be given to improving the following:
- the detail in plans for mathematics, to help staff use more mathematical language in activities and routines and encourage children to practice skills and extend their learning in practical situations.

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.