



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 145858

DfES Number: 524734

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Jan Healy

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Dilton Marsh Pre School
Setting Address The Mobile
High Street, Dilton Marsh
Westbury
Wiltshire
BA13 4DY

REGISTERED PROVIDER DETAILS

Name Dilton Marsh Pre School 1022268

ORGANISATION DETAILS

Name Dilton Marsh Pre School
Address The Mobile
High Street, Dilton Marsh
Westbury
Wiltshire
BA13 4DY

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

Dilton Marsh Pre School opened in 1983. It operates from a mobile classroom in the grounds of Dilton Marsh Primary School and serves the local area.

There are currently 19 children from two to five years on roll. This includes 17 funded three year old children and two funded four year old children. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:00.

There are four full-time staff who work with the children. Over half the staff have early years qualifications to level two or three. There are currently two members of staff who are working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

At Dilton Marsh Pre School, the provision is acceptable and of good quality. Very good progress is being made towards the early learning goals, with generally good progress being made towards creative development.

Generally good progress is being made towards teaching. Staff are familiar with the foundation stage and provide children challenges and have high expectations of them. They build safe and secure relationships with children, who appear happy and confident. Positive images are displayed. Rooms are organised to enhance children's independence. Effective use is made of resources. A variety of teaching methods are used, but plans do not show how activities can be adapted to suit children of different ages or who learn at different rates.

Generally good progress is being made towards leadership and management. Staff share good relationships providing a pleasant atmosphere. The leader is dedicated and enthusiastic. Training is shared to improve teaching. Opportunities are provided to enhance children's learning., but musical movement is lacking. The leader inspires staff to achieve high standards of teaching.

The pre school has a very good partnership with parents. A prospectus is provided, and they receive relevant information about how the group is managed and how children will learn. Explanations are given about the key worker system and how record keeping is implemented. Policies and statements are available. Parents can speak to staff about their child's progress or concerns. Staff seek information from parents to ensure they meet the needs of children. A settling in period is in place for ease of transition. Parents are welcome to help and to become a member of the committee. Advice is given to parents about how to aid children's progress at home. Parents are given the opportunity to share their knowledge and expertise.

What is being done well?

- Children have formed trusting relationships with staff and can sit quietly when appropriate.
- Children are well able to recreate simple patterns and solve mathematical problems.
- Children investigate similarities and differences, and find out about living things with enthusiasm.

What needs to be improved?

- Planning, to ensure activities can be adapted to suit children of different ages who learn at different rates

- Opportunities to engage in musical movement and access to experiment with musical instruments.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have enhanced children's knowledge and understanding of the world by extending children's learning of their locality. This has been achieved by taking children on walks within the local vicinity, and inviting a range of visitors into the setting, to extend children's curiosity about the world.

A programme of challenging climbing activities is in place to further develop physical skills for the more able child. Outdoor equipment has been purchased, and children have the opportunity of using gymnasium equipment within the local school.

Access to training is in place, to update staff skills to improve the quality of provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carer with ease and greet each other upon arrival and departure. They have formed trusting relationships with the staff and sit quietly when appropriate. They speak and sing confidently before their peers and show excitement when trying a new activity. They respond pleasurably to praise and are developing an awareness of their own needs and are beginning to master the skill of dressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk to each other and negotiate during play. Their speech is developing and they are learning new words. Children are beginning to recognise and write their own name, some write very well using a capital letter. Children use a range of medium for mark making and have an understanding that print carries meaning. Children describe their favourite characters in books with enthusiasm.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to recognise numerals to nine and are learning to write numbers. They join in with familiar counting rhymes and can count a number of objects in a group. Children are able to observe and use positional language and can follow instructions from staff to add two numbers. Children are able to recreate a simple pattern and solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use natural materials well and to use their senses as appropriate. They have good opportunities to investigate similarities and differences and to find out about living things. Children are learning to use a computer and are able to select materials they wish to play with. They build and construct and can use everyday technology. Children have a sense of time and place and awareness of their locality. They are beginning to have an understanding of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a good sense of space. They can walk safely around the setting, and can hop, run, skip and jump with confidence. They are able to ride tricycles and are able to throw and catch a ball with reasonable accuracy. They are beginning to learn about healthy eating and what happens to their bodies after exertion. Cutlery is used well during snack time and they are mastering scissor skills. Children can manipulate clay and Play-Doh well and interlock jigsaw puzzles with dexterity

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to recognise texture. They employ a wide range of materials such as paint, seeds and pencils when creating collage. They use their imagination during varied role play activities, assuming the character of people that they have met. They express their likes and dislikes and talk about their experiences to staff and their peers. They show a preference to their favourite toys, but lack opportunities for musical movement, and to access musical instruments.

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

- ensure children are provided opportunities to engage in musical movement and to experiment with musical instruments
- ensure activities can be adapted to suit children of different ages who learn at different rates.

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.