



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507833

DfES Number: 512731

INSPECTION DETAILS

Inspection Date 19/05/2003
Inspector Name Michele Wilkinson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Penguin Naval Under 5's Pre-School
Setting Address 7 Sibland Close
Fareham
Hampshire
PO14 3BA

REGISTERED PROVIDER DETAILS

Name Mrs Carole Eley

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

Penguin Pre-School is based in a 3 bedroom end of terrace Naval property in Fareham, and is supported by the Naval Under Fives Organisation. It is registered to provide sessional care for 18 children from two to five years, however it is the group's policy to only offer sessions to children once they reach the age of 2 years 9 months. These youngest children are offered two afternoon sessions, by agreement with parents until they reach 3 years of age.

Session times are 9.15 a.m. until 11.45 a.m. and 12.30 p.m. until 3.00 p.m. Mondays to Thursdays, 9.15 a.m. until 11.45 a.m. on Fridays, term time only.

It is the admissions policy of the Naval Under Fives Organisation to give priority to children of Service personnel, any places not allocated in this way are offered to children from civilian families.

Four experienced staff are employed to work with the children, two senior staff hold qualifications relevant to their role, others have completed preliminary qualifications.

The group has a close working relationship with the local primary school in order to share professional expertise.

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

How effective is the nursery education?

Penguins under fives group provides generally good quality care. The children are making generally good progress towards the early learning goals.

The teaching is good with some very good aspects. The staff are effective in their teaching and this helps the children with their understanding and knowledge of the world, and in creative development. The staff are knowledgeable and have a good understanding of the early learning goals and the stepping stones. The staff are effective in assessing the children and use this information to plan activities which incorporate individual needs. There are times when the routines impact on the children's ability to finish tasks and they are not always given the opportunity to choose which type of play they undertake.

The staff have established a very good relationship with the children. The children are well supported and staff make provision for the less able child, and extend activities for the more able child. The children are well behaved and respond well to the staff's positive and open manner. Currently there are no children attending who have special needs, although there is an effective system in place to care for them. The staff have due regard to the Code of Practice for Special Educational Needs.

The leadership and management of the group is very good. The group benefits from the overall management of the Naval Under Five's coordinator and the manager. The management have a skilful staff team and are active in encouraging and supporting professional development through training.

The partnership with parents is very good. Parents receive detailed information about the group. The group keep the parents up to date about their children's learning through the key worker system, progress reports and children's individual achievement files. Staff provide a welcoming environment in which parents feel able to communicate ideas and concerns about their children's learning.

What is being done well?

- Staff create a well balanced and stimulating environment where children have the opportunity to learn through practical activities.
- Staff are effective in using the limited space in an imaginative and interesting way, allowing the children to select a wide range of creative play equipment.
- The children have a strong relationship with the staff. They respond well to the effective behaviour management strategies the staff employ, in a positive manner. The children are valued and the staff have a good knowledge of the children's personal needs and circumstances.
- The children speak clearly and fluently. They are confident when interacting with the staff and each other. They are able to contribute to their learning by

expressing ideas and feelings.

- The program for knowledge and understanding of the world is very good. Themes are well planned and there is access to a wide range of natural resources and items that reflect different cultures.
- Children are very confident in recognising colours and numbers during activities and routines.

What needs to be improved?

- the opportunity for children to choose what type of play they are involved in at the beginning of the day, and how they initiate their play;
- the routines of the day in order to give children opportunity to finish their tasks.

What has improved since the last inspection?

Since the last inspection provision has improved to enable the children to self-select from an extensive range of art and craft materials; which allows them to use their own ideas and express themselves creatively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are making generally good progress in personal, social and emotional development. The children are confident and have established a good relationship with each other. They learn to negotiate and work independently. At times the children are limited in their ability to initiate play and finish tasks due to the restraints of routines. Children are keen to take part in their learning and are able to express themselves in lots of situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's progress in communication, language and literacy is very good. The children's spoken language is developing very well. They are able to express ideas and feelings in a range of ways. Staff take every opportunity to introduce sounds and letters and children are confident in recognising their names. Children are given many opportunities to practice their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in mathematics. They learn about colours and numbers throughout the daily routine. They are confident in recognising colours and patterns. The children are given opportunities to use numbers in a range of ways throughout their play, which enables them to consolidate their learning. Staff introduce mathematical language and thinking at nearly every opportunity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children's progress in knowledge and understanding of the world is very good. The children learn about themselves and the world around them through a variety of topical work. They are given ample opportunities to talk about, investigate and explore in a range of activities. The children have access to an excellent range of resources and activities, which increase their awareness, and understanding of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in physical development. The children are provided with challenging opportunities for jumping, climbing and balance through a very wide range of equipment, including a soft-playroom. The children are confident in their use of tools and can freely access small play equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children's progress in creative development is very good. There are many opportunities for the children to participate in daily art and craft activities. They have free access to explore a range of materials and are able to express themselves creatively. The children enjoy a wide repertoire of songs and rhymes. Children are able to engage in lots of role play and these are often linked to the groups themes.

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 evaluate how the routines impact on the children's ability to finish their tasks.
- to evaluate how the children take the initiative in their choice of play.

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.