



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 301966

DfES Number: 583460

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Carol Eaman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lees Pre School Playgroup
Setting Address Lees Methodist Chapel
Haworth Road, Lees
Haworth, Keighley
West Yorkshire
BD22 9DL

REGISTERED PROVIDER DETAILS

Name The Committee of Lees Pre School Playgroup 1022740

ORGANISATION DETAILS

Name Lees Pre School Playgroup
Address Lees Methodist Chapel
Haworth Road, Lees
Haworth, Keighley
West Yorkshire
BD22 9DL

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

Lees Pre-School Playgroup was opened in September 1978. It is run from a church building in the Haworth Road area of Lees near Keighley. The group has use of one large playroom, toilet facilities and an enclosed garden area. It is a voluntary organisation and run by a committee, serving the local community.

There are currently 35 children on the register aged between two and a half and five. This includes 18 funded 3 year olds and 5 funded 4 year olds. Children attend a variety of sessions. The setting currently has no children with special needs or children who speak English as an additional language.

The playgroup is open Tuesday, Wednesday, Thursday and Friday from 09:15 to 11:45. A session for older pupils operates on Mondays from 13:00 to 15:30 during the summer term. All sessions are term time only. There are 6 members of staff employed to work in the playgroup and half of the staff hold an appropriate early years qualification and 2 staff are currently working towards a level three qualification.

The setting receives support from the Pre-School Learning Alliance but has not yet had teacher input from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Lees Pre-School Playgroup provides a welcoming environment where the children are happy, confident and settled and make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a secure understanding of the Foundation Stage curriculum and plan interesting practical activities across the six areas of learning. Plans clearly identify learning outcomes for activities but they lack detail about the organisation of staff and children and do not show differentiation. This leads to inconsistency in the quality of teaching. Some groups are too large to manage, others occasionally lack teacher input to make the most of learning situations. Accommodation is well used and children are encouraged to be independent. Resources are of good quality but staff use a limited range to promote technology or reading for information. Staff use a key worker system to make assessments of children's progress but these do not presently link to the stepping stones of the Foundation Stage curriculum. Staff have an easy rapport with the children and a warm relationship with them. They know the children well and place appropriate emphasis on their behaviour.

The leadership and management of the group are generally good. The group is managed by a voluntary committee who have a long established good working relationship with the staff. The play leaders and assistants work well together in a consistent manner following appropriate policies and procedures. Staff evaluate activities but do not always see weaknesses in the provision. They are committed to improvement, welcome advice and regularly attend training.

Partnership with parents is very good. Parents are made very welcome and are encouraged to be involved in their child's learning. They support the group in a variety of ways and effectively share observations about their children. Parents have a high opinion of the group and are happy with the service offered.

What is being done well?

- Children respond with enthusiasm to a wide range of practical activities and are independent in their learning.
- Staff work well as a team. They establish good relationships with the children and readily meet their needs.
- Children are given regular opportunities to practise their writing skills and develop their knowledge of letter sounds.
- Children make generally good progress towards the early learning goals and parents can be involved in their child's learning.
- The playgroup serves its local community well.

What needs to be improved?

- the medium and short-term planning of the education programme
- the assessments of children's progress in relation to the stepping stones of the Foundation Stage
- the use of resources to promote information and communication technology and reading for information.

What has improved since the last inspection?

At the last inspection the group was asked to improve: the staff's knowledge and understanding of the early learning goals; the written educational plans and the opportunities to develop children's writing skills.

The group has made generally good progress in addressing these issues although planning still requires further development.

More staff now hold an appropriate level three early years childcare qualification or are working towards one and this has increased their knowledge of the early learning goals. Written plans are more detailed and clearly identify learning outcomes of activities. They do not however show staff deployment, children's grouping or how activities will be adapted for differing abilities or age groups. Children's writing is now given high priority. There are daily opportunities for children to practise their writing skills in a variety of contexts and they are well supported by staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and confident. They interact freely and show good concentration when drawing, writing or using construction equipment. Staff value the wishes of children and this promotes their self esteem. They are good at turn taking and sharing in circle time and they consider the needs of others when playing games together. Children show independence as they confidently select resources to write letters and they express their own views in the messages they write.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and interact well in small groups as they share ideas. They listen with enjoyment to stories such as 'Everyone Hide' and excitedly predict what is under a flap. They confidently identify letters on an alphabet frieze and say their first initial. Some four year olds write their name forming letters correctly and others enjoy mark making. Children proudly re-tell stories to parents sharing books they have made but they do not explore a range of books for information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently in many daily routines for example when fruit is chopped at snack time. They identify numerals on a dice with ease as they play 'Snakes and Ladders' and move counters appropriately. With dominoes they quickly match pictures and re-create patterns and in number songs they learn to subtract. Problems are solved as four year olds persevere folding paper to fit an envelope and they develop an understanding of size. Cars are sorted by colour and then counted.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy learning features of living things as they examine bluebells and worms in the garden and they show interest when recording changes in the weather. They learn about where they live as they animatedly describe journeys to town by bus or taxi and children take part in local traditions such as the gala. A variety of construction equipment is used imaginatively to design castles and Ferrari-helicopters! Everyday technology is not well promoted to support children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with control and imagination as they travel along and over an obstacle course. They show awareness of others as they enjoy games such as 'Hokey Cokey'. After a toddler aerobic session the children are aware of the effect of exercise on them as they become hot and breathless. All children develop their hand-eye co-ordination as they handle playdough tools and pencils with good control. They develop further skills as they catch balls, balance bean bags and run under a parachute.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy printing with glitter paints exploring colour and texture. They use their imagination as they 'read' stories, act out songs and when planning picnics with doughnut sandwiches. Children play musical instruments but do not learn to appreciate their individual sounds due to the group size. They develop their sensory awareness as they carefully feel prickly holly bushes or taste bananas. Children respond with joy to sand play but staff do not always support this area of learning.

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

- develop medium and short term plans to include : how staff are deployed; how children are grouped and how activities are adapted to meet the differing ages and abilities of the children
- introduce an assessment system which tracks children's progress in relation to the stepping stones
- provide more resources to promote children's understanding of technology and their awareness of reading for information.

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.