



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 148665

DfES Number: 519252

INSPECTION DETAILS

Inspection Date 13/10/2004
Inspector Name Elizabeth, Claire Price

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Maiden Erlegh Pre-School
Setting Address Community Centre
Silverdale Road, Earley
Reading
Berkshire
RG6 7HS

REGISTERED PROVIDER DETAILS

Name The Committee of Maiden Erlegh Pre-School 1025503

ORGANISATION DETAILS

Name Maiden Erlegh Pre-School
Address Community Centre
Silverdale Road, Earley
Reading
Berkshire
RG6 7HS

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

Maiden Erlegh Pre-school opened in 1984. It operates from the community centre situated in the grounds of Maiden Erlegh School and has use of more than one room. The pre-school serves the local community.

There are currently 43 children from 2 to 5 years on roll. This includes 18 funded 3 year-olds and 16 funded 4 year-olds. Children attend for a varied number of sessions. The pre-school has systems in place to support children with special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09:15 to 11:45.

Seven staff work with the children of whom three staff have early years qualifications, including a qualified teacher in early years. The setting receives support 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?

The provision for nursery education at Maiden Erlegh Pre-School is acceptable. Children are making generally good progress in the early learning goals of the foundation stage. Progress is very good in four areas of learning and generally good in mathematics and physical development. Staff provide a varied environment and wide range of resources, which stimulate and develop children's interest.

Teaching is generally good. Staff have a secure knowledge of the early learning goals to promote children's learning shown by the wide range of activities and discussions with staff. Some aspects of the provision do not sufficiently promote children's mathematical skills and large scale physical skills. Staff interact well with children and use a range of teaching strategies to develop their understanding. They manage children's behaviour effectively and act as good role models. Staff make ongoing assessments of children's progress although these are not used to plan for the child's next step. They provide good support for children with English as an additional language. Extensions to activities that staff provide for more or less able children are not detailed in planning. Systems are in place to support children with special educational needs.

Leadership and management are generally good. The teamwork and close working relationships between the committee and staff are a strength of this group. The supervisors and staff show enthusiasm and commitment for the continual improvement of the provision for education. Regular evaluation by staff is insufficiently used to support improvements in the education programme.

Partnership with parents is generally good. Staff ensure parents have good levels of information although do not sufficiently encourage them to become involved in their child's learning. Staff consult parents about their child's progress and encourage them to share their prior knowledge of their child.

What is being done well?

- Children relate well to adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management, praise and encouragement to support children in their play.
- Staff provide a well organised, wide range and balance of resources and activities freely accessible to the children. The staff take advantage of opportunities as they arise to further promote children's learning.
- Good teamwork is evident with flexible staff and clear leadership. Staff and the supervisors show a clear commitment to the ongoing improvement of the educational provision for all children.

- Staff have a secure knowledge of the Foundation stage and use good techniques to promote children's learning with clear explanation and appropriate questions to develop their skills and assess their understanding.

What needs to be improved?

- the evaluation and planning of activities to include more opportunities for large scale physical play, identify children's individual progress needs and reflect extension activities provided for more or less able children
- the opportunities for parents to become involved and contribute to their child's learning
- the use of everyday activities to promote children's understanding of simple calculation and counting for example register time and when splitting into key groups.

What has improved since the last inspection?

The group have made very good progress with the key issue to strengthen the teaching of letter sounds and the promotion of literacy skills. The action taken to increase staff knowledge and the information to parents on letter sounds and print direction ensure children have consistent instructions and their letter recognition skills are well promoted.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs and ideas confidently to adults. They are developing independence skills and work independently at a variety of activities. Children develop co-operative relationships with staff and each other and behaviour is good. Children assist staff and involve themselves in their learning by tidying and helping staff at the end of each session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to negotiate and express their ideas. They have a developing awareness of sound association and show confidence when they recognise letters in their name and sound them out. Children enjoy stories, songs and rhymes, listen well and join in with stories to ask questions and share ideas. There are good opportunities for children to read and write their own names and to associate the letter sounds to names. They show confidence in reading some of the labels displayed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use everyday words to describe position and show curiosity and observation when talking about shapes and patterns. Most children are confident to count up to and beyond ten and recognise numerals from one to nine. Practical every day situations are insufficiently used to encourage and further develop children's problem solving and awareness of numbers. Children select independently and enjoy a good range of resources that develop their mathematical ideas and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills. They use a range of materials, construction activities and malleable materials to extend and develop their skills. Children talk confidently about personal events in their lives and are confident users of technology in everyday activities. They show familiarity and expertise with a range of communication technology and a computer. Children experience a good range of activities to learn from first hand experiences of their environment .

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children showed good co-ordination and confidence in movement and manoeuvring skills. They have a growing understanding of spatial awareness for themselves and others. Children can access independently a range of tools and activities and many of the children show control with good activities to develop their manipulative and small muscle skills. Children have limited opportunities to develop large scale movements for example climbing over, under, through .

CREATIVE DEVELOPMENT

Judgement: Very Good

Children respond well to new experiences and are confident in communicating their thoughts and feelings. They are enthusiastic about music and enjoy singing familiar songs and rhymes. Children experience a good range of resources and opportunities to explore a variety of media and materials. Children express their ideas freely through a good range of activities including role play and creative ideas. Children participate well at group times, helping each other and co-operating with staff.

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 the evaluation of activities is used to improve future planning and include in planning large scale physical play, and children's individual progress needs including those who are more or less able
- develop methods to encourage parents to become involved and contribute to their child's learning
- develop opportunities provided in everyday activities to promote children's understanding of number and simple calculation.

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.