



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

**URN** 251699

**DfES Number:** 597313

### INSPECTION DETAILS

Inspection Date	12/11/2002
Inspector Name	Joanne Beighton

### SETTING DETAILS

Setting Name	Toybox Pre School Group
Setting Address	Sports Field Handford Hall PS Ipswich Suffolk IP1 2LP

### REGISTERED PROVIDER DETAILS

Name	Mrs Gill Hunn
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### ORGANISATION DETAILS

Name	
Address	

## 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
<p>Toybox Pre-school is a charitable organisation. The group has been operational since the 1980's. It was originally called Burlington Road Playgroup and met in a church hall. In 1997 the group moved to their own building at The Sports Field, Hanford Hall Primary School. The group was renamed, Toybox Pre-school Group. The majority of children attending the group come from the surrounding residential areas, which reflect a range of social and economic/ cultural backgrounds. The group offers 20 places per session for children under five years. Toybox Pre-school Group is open from 09:00 to 15:00 hours, providing a morning and afternoon session with a lunch session in between. At present, there are 59 children on roll, 38 of these children are three-year-olds, of which seventeen receive funding. At present the group supports children who have been identified as having special educational needs and some who speak English as an additional language. Two play leaders work in the group together for three days and individually for one. There are four members of staff present each day. Parents have the option to take part in the rota system. Although staff do not follow any particular teaching methods their aim is to work with the children to promote learning through play. The group receives support and advice from the local early years network.</p>

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

### **How effective is the nursery education?**

Overall children are making generally good progress towards the early learning goals with the exception of mathematical development where there are significant weaknesses. Children are not given sufficient opportunities to work with number to solve practical problems, develop skills and language to describe position, size, quantity and make simple patterns. Teaching is generally good. Staff's use of praise and encouragement promotes children's good behaviour. They work well to support children in their play using clear explanations to encourage children's progress. Children with special educational needs are given very good support. There are limited challenges provided for the three-year-olds to make progress through the early learning goals using the assessment records. Leadership and management is generally good. Staff show a commitment to improving the quality of the provision and work well as a team. Training is being attended and liaison with qualified teachers is supporting the staff's development of assessment records and planning. Monitoring the effectiveness of the provision is limited to adult focused activities and discussion at staff meetings. Partnership with parents is generally good. Children's assessment records are shared on a regular basis. Parents are given good information about the long term aims of the learning programme and activities available on a daily basis. Involvement in their child's early education is beginning to be developed through name recognition and parental choice to do a rota duty, however this needs to be further developed.

### **What is being done well?**

Support for children with special educational needs is very good. Children's behaviour is good, they take turns, share and are developing effective, self control. Staff use praise and encouragement to reinforce good behaviour. Children are confident communicators with each other and adults. Children's assessment records are shared with parents. Staff are committed to improving their knowledge and the quality of care and education in the provision.

### **What needs to be improved?**

Opportunities for children to develop skills and language to describe position, size, quantity and simple patterns and to solve practical problems in mathematical development. Support for children who have English as an additional language. Planning of the curriculum to include all elements of the six areas of learning, particularly large gross motor skills, exploration of sound, developing independence, design and technology skills. The use of assessments to inform planning and support children's progress. Opportunities to enable children to develop early reading skills.

<b>What has improved since the last inspection?</b>
Toy Box Pre-school has made generally good progress. Good progress has been made in developing assessment records that cover the six areas of learning, however they are not used effectively to inform the planning. Some progress has been made in developing the system for planning, although it still does not cover all aspects of early learning. Planning for exploration of sound and rhythm is not included. Some progress has been made to develop children's writing skills using resources to encourage children's pencil control and emergent writing. Limited progress has been made to provide opportunities for children to learn about letters.

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Behaviour is good and children are able to take turns, share and negotiate. Staff use praise and encouragement effectively and children are developing good self control. Independence is fostered through daily routines, however children's independence is not encouraged at meal times. A sense of community is fostered through a range of imaginary play areas and visitors.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress. Children are effective communicators with each other and adults. They are developing an understanding that writing has a meaning and can be used for different purposes. Early reading skills are not effectively developed for three-year-olds through handling of books, appropriate labelling and challenges. Support for children with English as an additional language is not effective, as there no written words to show the home language.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Mathematical development has significant weaknesses. Children do explore number and can count reliably up to ten, however opportunities during children's play are often missed to develop these skills. Activities are not sufficiently supported by the staff for children to effectively learn about position, size, simple pattern making and solving practical problems.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in this area is generally good. Children are able to identify some features of living things through growing plants. Children's own cultures and beliefs are fostered through topics about their own and other's festivals. Information and technology skills are fostered through a range of resources available in the imaginary play areas and the two computers. Children are not able to develop their design and investigative skills using a range of resources.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. They show confidence in using tools when playing with the play dough, sand and gluing activities. Children's fine motor skills are fostered by manipulating equipment in the small imaginary worlds, cars on the road way, people in the play house and threading beads. There are not sufficient activities provided regularly for children to develop control over large body movements on climbing and balancing equipment.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's creative development is generally good. They have free access to play dough, paint, sand and mark making equipment. Children show a developing use of their imagination using the play dough. There is a wide range of musical instruments for children to choose from, however they do not have opportunities to explore sound, rhythm and patterns in music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Develop planning to ensure that all aspects of the six areas of learning are fully supported, including early reading skills. Provide more opportunities for children to learn about size, quantity, position, simple patterns and problem solving. Make effective use of the assessment records to inform planning to meet individual children's progress in learning. Develop teaching support and resources to support children with English as an additional language.