



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY241948

DfES Number: 546165

INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Sheila Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	New Road Pre-School
Setting Address	Croxley Methodist Church New Road Croxley Green Herts WD3 3EP

REGISTERED PROVIDER DETAILS

Name	Ms Maria June Smith
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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

New Road Playschool moved to the current premises New Road Baptist Church in January, 2003. Previously, they were based at the Community Centre in Croxley Green. The provision operates from two rooms, a large hall and another room for small group activities and story time. There is an outside play area, kitchen and toilets which has facilities for nappy changing. The premises has access for those people who are physically impaired and suitable toilets.

New Road Playschool serves the community of Croxley Green.

There are currently 26 children from 2 years 9 months to 4 years 4 months on the roll. This includes 16 funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens four days a week during school term. Sessions are from 09.15 until 12.00 and Tuesday from 13:00 until 14:45. A lunch club operates on Tuesday and Thursday from 12:00 until 13:00.

Four part-time staff work with the children. Half of the staff have early years qualifications to Level 3. The setting receives support from a teacher/mentor 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 of nursery education at New Road Pre-School School is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

The quality of teaching has significant weaknesses. Staff are developing a basic understanding of the Foundation Stage, although planning is limited and does not fully show how children are progressing and being challenged in their learning. This results in some missed opportunities, particularly for more able children. Staff deployment at snacktime and physical play restricts the children's learning. Resources are determined by the adults and activities are rarely changed from day to day and are often too adult led. Teaching methods do not help all children learn effectively. Staff do not encourage children sufficiently to explore, question and develop new ideas. Minimal evaluation takes place.

There are suitable systems to support children with special needs, but there are few learning opportunities planned to help children with English as an additional language.

Staff offer praise and encouragement to support the children who appear content and generally well behaved.

Leadership and management have significant weakness. Staff are booked to attend training on the Foundation Stage. Informal discussions are used to monitor the quality of education. However, this lacks precision or detail on staff deployment, teaching strategies or the impact of changes. Information from the qualified teacher is not fully implemented.

The partnership with parents is generally good and contributes positively to the children's progress towards the early learning goals. Children's learning is shared with the parents informally at the end of the session and records of achievements are taken home when a child leaves the group.

What is being done well?

- The staff foster and develop the children's self-confidence, extending their learning through a secure routine and knowing children and their families well.
- Staff give children worthwhile chances to predict what comes next and join in with favourite stories and songs and story time. Staff make valuable use of a spontaneous dressing up activity based on ballerinas to support children to move confidently and develop their imagination.

- Parents have informal but useful links with the staff. Information on their child's development gives staff a valuable insight into the child's life and helps to develop and progress the children's learning. Parents are encouraged to bring objects for the interest table.

What needs to be improved?

- strategies and resources to support children with English as an additional language
- staff's knowledge and understanding of the Foundation Stage and the early learning goals.
- the use of assessment to show what the child knows, understands and can do and to decide what children need to learn next using the stepping stones.
- the use of time and resources to inspire children and encourage them to initiate their own learning including experiences to encourage exploration and creativity.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children generally form positive relationships with the staff and their peers, learning to leave their main carer. They are starting to share, take turns and are developing good manners. Some are developing a sense of belonging and talk confidently about their family. However, children's culture is not always acknowledged. Children are beginning to develop their independence, such as, taking themselves to the toilet, although opportunities are limited during some activities and snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Most children talk confidently, although chances for children to converse and listen to adults at snack time are limited. They handle books in the accessible book area, although some books are in poor condition. Children joined in with a favourite story. Staff are available to read stories on an individual basis. Some children recognise their names, but some examples are inappropriate with too few chances to use writing in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are secure whilst counting in their play and recognise basic numerals. They use number, including basic calculation, positional language and shapes at circle time. Children make patterns with shapes, but chances to include maths at other activities such as the dough table are missed. They make patterns with shapes, although activities are very adult directed with few practical links. Children have limited chances to experiment with weight and capacity or to measure in a practical way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are beginning to develop a sense of time using the calendar and the regular routine. They have chances to explore the properties of magnets and dough. However, these activities did not have the adult support to allow more able children to be suitably challenged. There are scarce opportunities to investigate or explore the properties of sand and water. Children have few chances to use machines or technology. The cultures and language of the children are not fully acknowledged.

PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children sufficiently exercise outside with chances to practise their skills such as running and pedalling the sit and ride toys, but there are inadequate opportunities to climb. Children confidently balanced on a low ledge and they controlled the buggies and bikes down a step, but staff did not fully engage with the children or extend their skills. Children enjoy using scissors but the access and range of other small scale tools is limited.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children have regular chances to experience a restricted range of media and colour, but these are sometimes over directed by adults. Children listen to a classical music tape at tidy up time with weekly chances to participate in music and movement. Staff sensitively support dressing up play with children participating as ballerinas. Role play equipment is of good quality, although it is not always suitably arranged.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve strategies and resources to support children with English as an additional language
- develop staff's knowledge and understanding of the Foundation Stage and the early learning goals
- extend the use of assessment to show what the child knows, understands and can do and to decide what children need to learn next using the stepping stones
- make effective use of time and resources to inspire children and encourage them to initiate their own learning including experiences to encourage exploration and creativity.

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.