



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205215

DfES Number: 515281

INSPECTION DETAILS

Inspection Date	19/11/2004
Inspector Name	Janet Ann Keeling

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Crowle Pre-School (CPW) (EW)
Setting Address	Crowle Parish Hall Crowle Worcester Worcestershire WR7 4AZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Crowle Pre-School
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ORGANISATION DETAILS

Name	Crowle Pre-School
Address	Crowle Parish Hall, Church Road Crowle Worcester Worcestershire WR7 4AZ

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

Crowle Pre-School Group opened in 1967. It operates from facilities at Crowle Parish Hall, located in the rural village of Crowle. The pre-school serves the local community and areas on the outskirts of Worcester.

There are currently 49 children from 2 years 6 months to 4 years on roll. This includes 24 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Some full day sessions are offered for rising four year olds, on Mondays and Tuesdays from 09.15hrs to 15.30hrs. Part day sessions for children across the age range are provided Monday through to Friday. These sessions operate daily from 09:15hrs to 12:00hrs and 13:00hrs to 15:30hrs on a Tuesday.

There are nine part time staff who work with the children. A third of the staff have early years qualifications to NVQ level 2 and 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early years Development and Childcare Partnership (EYDCP). The group are active members of the Bowbook Partnership and members of the Pre-School Learning Alliance (PLA). The setting has regular contact with Crowle First School.

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 Crowle Pre-school Group is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good and contributes effectively to the children's progress towards the early learning goals. Staff have a sound understanding of the foundation stage curriculum, they receive advice from their teacher mentor, and attend regular training courses that build on their knowledge and skills. Planning is very good and covers all six areas of learning showing what children are expected to learn from the activities. Staff provide excellent role models and have high expectations for good behaviour. Behaviour is good due to the consistent and caring management of the children. Staff organise the hall and resources very effectively, they provide a range of exciting activities which actively engage children and promote their learning. Assessments indicate that children are progressing well towards the early learning goals.

Leadership and management is very good. Strong leadership provides consistent support and guidance for staff which enables them to work competently as a team. Staff are deployed effectively and are clear about their roles and responsibilities, all staff are involved in the planning of the curriculum. Regular staff meetings and training days are scheduled throughout the year. There is a good commitment from the managers to develop the educational programme and to support staff with personal development.

Partnership with parents is very good and is making a positive contribution to children's learning and development. Staff maintain high standards of communication with parents, by spending time with them on a daily basis and by actively encouraging them to take an interest in their child's early education. Parents evenings, newsletters and notice boards keep parents fully informed about their child's pre-school activities.

What is being done well?

- Good team work, effective teaching and detailed planning, ensures that interesting and challenging activities are provided to stimulate the children's learning and development in all six areas of learning.
- Children's personal, social and emotional development is very good. Children are confident, sociable and form good relationships with adults and peers. Children have a positive attitude towards learning and respond enthusiastically to a wide range of activities.
- Communication, language and literacy skills are emphasised. Children have many good opportunities to develop listening, speaking, early reading and

writing skills.

- Children's physical skills are well developed through a structured programme of both in and outdoor activities.
- Staff are calm, patient and friendly, they provide excellent role models and have high expectations for good behaviour. Staff use praise well to reward both effort and achievement and children's self esteem is carefully fostered.
- There are good supportive links with parents and carers who are actively encouraged to be involved in their child's early education. Effective partnerships are making a positive contribution towards children's learning and development.

What needs to be improved?

- Point for consideration : Maximise children's learning opportunities during snack-time.

What has improved since the last inspection?

Since the last inspection, the setting has made very good progress in addressing the two points for consideration.

The setting was required to develop children's understanding of sound more effectively. The setting has purchased a good variety of musical instruments and a cassette player, which are used effectively by staff to further develop the children's awareness of sound. The early years programme now includes regular visits from the Jo-Jingles musical company, these sessions enable children to explore music, movement and sound effectively.

Secondly, the setting was required to strengthen the programme for physical development. The setting has extended their outdoor play area, which now includes a large paved and grassed area, enabling children to have good access to outdoor play experiences. An extensive range of outdoor and indoor equipment has been purchased which includes, climbing frame, slide, bicycles, bats, balls, hoops and bean bags. Children also have good access to a range of equipment and resources which further develop their 'thinking skills' whilst engaged in outdoor play such as, guttering pipes, wheels, camouflage nets, plastic crates, cones and heavy ropes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, concentrate well and show initiative when selecting an activity, they are enthusiastic, eager to learn and settle quickly to a task. Children have developed excellent relationships with adults and their peers. Children's behaviour is good, they learn to share toys, take turns with equipment and show consideration for each other as they play well together. Children learn about other cultures, express their feelings and manage their self care needs effectively.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident and fluent speakers and engage easily in conversation, they listen attentively during story time and respond well to stories. During group discussion children participate enthusiastically, they listen carefully to adults and to each other, recalling past and present experiences. Children are shown how to handle books and use them appropriately. Children learn how print carries meaning and are able to recognise familiar words such as, their own name and words on displays.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use number as part of everyday routine, most 3 and 4 year old children can count to ten and are familiar with a wide range of number songs and rhymes. Mathematical language is well used across all activities and children are familiar with words to describe size, position, shape and quantity. Practical activities encourage children to solve problems and show an awareness of number operations such as addition and subtraction. Number reinforcement is evident throughout the pre-school.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world and are developing an understanding of living things. They talk about the weather and how it changes, they observe the animals in the fields and talk about their local environment, as they engage in regular walks around the village. Children learn about people who help us, as they welcome visitors from the local community, such as the fire service. Children have access to programmable toys and are confident to operate and use a computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good control and co-ordination as they move confidently around the room, they show increasing control and skill as they negotiate the climbing frame, peddle bicycles and kick a ball. Children have regular music and movement sessions where they are able to develop their jumping, balancing and hopping skills. Children develop their fine co-ordination skills through various techniques, such as printing, threading and cutting. Children are developing an awareness of personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn about texture, shape and colour through a good range of planned activities, such as, clay modelling, painting and dough. Children use their imagination as they make up stories in their role-play; for example, they 'visited' the doctors surgery, to 'see' the doctor, because, the baby was 'poorly'. Children enjoy music and explore sound effectively through singing, using musical instruments and through excellent participation in the 'Jo-Jingles' sessions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There were no significant weaknesses to report, but the following point for consideration should be considered in the action plan:
- Ensure that staff maximise children's learning opportunities during snack-time.

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.