



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206738

DfES Number: 515675

INSPECTION DETAILS

Inspection Date	31/03/2003
Inspector Name	Ros Church

SETTING DETAILS

Setting Name	Cantelupe Playgroup
Setting Address	Cantelupe Centre Ilkeston Derbyshire DE7 5HY

REGISTERED PROVIDER DETAILS

Name	MRS ANNE WING
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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
Cantelupe Pre-School Playgroup was established in 1972. It occupies a suite of rooms in the Cantelupe Community Centre, which is located in the centre of the market town of Ilkeston. The group have use of two main rooms and one small room, and they have access to an outdoor area. Children attend from all areas of the town and come from a range of different backgrounds. They are open five mornings a week 9.45 to 12.15 pm, during school term times. The group is registered to provide 24 places for children aged two to eight years, and usually accept children between two and a half to five years. There are currently 38 children on roll, of these two are four year olds, and 14 are three year olds receiving nursery education funding. There are currently no children in receipt of funding who have been identified as having special educational needs and none for whom English is an additional language. The group is managed by a parent committee, who employ six members of staff. All staff have early years qualifications, additional training and support is accessed through the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Cantelupe Pre-School Playgroup provides a happy, welcoming and stimulating environment, where children make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. Staff work well together as a team. Through having a good knowledge of children's individual development, they are able to plan and provide a range of activities to meet their needs. Staff use some good teaching methods to help children's progress, however, the large story/group sessions do not adequately challenge the more able children. The relationships between staff and children are excellent. Staff have high expectations of children's behaviour and foster this through praise and encouragement. There are currently no children with special educational needs attending the setting, although an effective system is in place to provide good support. Leadership and management is very good. The committee and staff are committed to training and improving standards within the pre-school. The staff and committee work very well together, and create a welcoming atmosphere for the parents and children. The partnership with parents and carers is generally good. Parents are well informed about the pre-schools routines and activities, through newsletters, activity planning, information booklet and communication with staff. However, there are a lack of opportunities for parents to formally share what they know about their child and to be kept well informed about their child's achievements and progress. Parent's report that the staff are friendly and welcoming, and that their children have made good progress since attending.

What is being done well?

Children have good relationships with staff and peers. They are learning to take turns and share the equipment. Children's spoken language is developing well, they have conversations with staff and peers about real and imaginary experiences. Staff provide a good range of practical activities to help children's mathematical development. Children are confident to engage in a wide range of imaginative and role play activities and draw on their own experiences, using resources to extend their play. Staff work very well together, and create a welcoming atmosphere for parents and children.

What needs to be improved?

Additional opportunities for the more able children to recognise their own name. Children's independence at snack time. Organisation of story/group time to provide more challenge for the more able children. Formal opportunities for parents to share what they know about their child and to be kept well informed about their child's achievement and progress.

What has improved since the last inspection?
The Pre-School have made generally good improvement since the last inspection. They have addressed all four key issues. Planning has been developed to include the six areas of learning. A daily routine sheet has been introduced, and is on display for parents and staff. Staff have attended early years courses, and this is ongoing. The group are in the process of developing the area of children's assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children have good relationships with the staff and their peers. They are learning to take turns and share the equipment, they help and show concern for one another. Children access the equipment independently, they show an interest in the activities provided and are motivated to learn. Children's independence skills are developing well, however, opportunities for children's independence could be extended to the snack time. Children have a good awareness of the boundaries within the setting.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's spoken language and listening skills are developing well, they have conversations with adults and peers about real and imaginary experiences. They are learning to negotiate with one another during play. Children are learning to distinguish one sound from another, and identify objects that begin with the same sound. They are beginning to recognise their own names, however, there are few opportunities for children to do this.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children show an interest in numbers, they are learning to count and recognise numerals up to nine. They enjoy joining in with number rhymes and songs, and participating in numerous activities which help children's mathematical development. Through practical activities children demonstrate that they can name and compare size and shape.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children explore their senses by using a good variety of materials such as sand, dough and sticking. Through practical activities such as sowing seeds and watching plants grow children learn about the natural world around them. Children are developing an awareness of their own cultures and beliefs and of others around them through a good range of activities.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and safely around the environment. They have a good awareness of space of themselves and others as they join in with the activities, such as movement to music and actions to songs and stories. Children use a good range of large and small equipment. They have good fine motor skills and demonstrate this at a range of activities.	
CREATIVE DEVELOPMENT	
Judgement:	Very Good

Children explore colour, texture and shape through a good variety of media. They enjoy singing and joining in with action songs and musical movement. Children are confident to engage in a wide range of imaginative and role play activities and draw on their own experiences, using resources to extend their play.

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

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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
Provide more opportunities for the more able children to recognise their own name, and for personal independence at snack time. Evaluate and improve the organisation of story/group time to meet the needs of the more able children. Provide formal opportunities for parents to share what they know about their child and to be kept well informed about their child's achievement and progress.