



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127121

DfES Number:

INSPECTION DETAILS

Inspection Date	18/06/2004
Inspector Name	Claire, Alexandra Parnell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cobtree Rising Five Pre-School
Setting Address	The Scout Hut Westerhill Road, Coxheath Maidstone Kent ME17 4DQ

REGISTERED PROVIDER DETAILS

Name	The Committee of Cobtree Rising Fives Pre-School
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ORGANISATION DETAILS

Name	Cobtree Rising Fives Pre-School
Address	The Scout Hut Westerhill Road, Coxheath Maidstone Kent ME17 4DQ

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

Cobtree Rising Five Preschool has been registered since the 1970's. It is a committee run group.

The partner group, Coxheath Pre-School, operates from the village hall, in the village of Coxheath, near Maidstone. The group have access to the main hall, entrance hall, kitchen and toilets. The group also have use of the playing field adjacent to the hall. Parking is available at the hall.

The pre-school is open five mornings a week, from 09:15 until 11:45, term time only.

There are currently 56 children on role. Of these 23 children are funded four year olds and Seven are funded three year olds. One children currently attends with special educational needs. There are no children with English as an additional language.

Nine staff are employed to work directly with the children. of these three are qualified in early years. Seven staff are on duty each session.

the group have support through the Early Years Advisory Teachers, the Pre-school Learning Alliance and the Health Visitor.

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

How effective is the nursery education?

Cobtree Rising Five Pre-school is an acceptable provision and of good quality. Children are making generally good progress towards the Early Learning Goals.

Teaching is generally good. Staff are developing their understanding of the foundation stage and use it for planning a daily activity. This is fully evaluated looking at who did and didn't achieve, and where to take the activity next. However, this is only carried out for one activity and not the remainder of the everyday activities. Children's records of development are linked closely to the stepping stones. All staff work at the children's level, interacting and questioning positively to challenge and extend most children's learning. Although more able children's learning is not extended in some areas.

A good system is in place for supporting children with Special Educational Needs. Staff work as good role models, This is reflected in the caring and reciprocal attitude of the children. The children are interested learners who show enthusiasm for any new or established activity, especially in a peer group situation.

The leadership and management of the group is very good. The group are led on a daily basis by a pro-active and positive supervisor and staff team. They are all involved in the development of the group to assess their strengths and weaknesses. The group are not afraid to accept weaknesses, and use these to grow from strength to strength. All involved in the group have a positive outlook on developing strategies and opportunities for children to develop further.

The partnership with parents is generally good. Parents have good opportunities to participate in their child's development regularly. Children with Special Educational Needs are offered continuity between home and the setting to ensure their full development. The group has information to ensure parents are seen as partners in their child's development. However, parents have limited information about the curriculum.

What is being done well?

- The positive and pro-active outlook of all involved in the group enables the children to develop in a happy and welcoming environment. All staff are willing to develop their strategies and ways of working to support children in their learning and ensure they flourish to their full potential.
- The children are confident and well assured in their play. They negotiate with each other, to ensure all are treated fairly and equally. Their behaviour is exemplary, through staff working as good role models throughout the sessions.
- Children have the opportunities to develop mathematically. They think

logically and solve problems practically, using their imagination with the resources made available. These skills are also demonstrated with exploring and investigating new and established resources. They question why things happens and how. They will ask for help, but will then use their new found skills to develop independently.

- Parents are encouraged to participate regularly in their children's development. Therefore enabling parents to have an insight into the groups work, how they provide relevant activities and challenges for their children, and their relationships they have with the staff.

What needs to be improved?

- the structure and continuity to enable more challenges for the more able child, opportunities for role play, self selection of resources for children, and opportunities for children to label their own work independently
- the development of the planning and evaluation of all activities to link to the children's assessments and records of achievements. This then needs to be used to plan further activities.

What has improved since the last inspection?

At the last inspection the group were given three key issues to action. One has been met, however, the remainder need to be further developed, therefore progress has been limited.

Staff now hold further qualification, and therefore have a better understanding of the foundation stage, recording of evidence and use of activities.

The group still lacks understanding of planning, and evaluation of activities. At present only one main activity is planned thoroughly and evaluated, where as the other activities are just a side line.

There is limited extension to role play within both settings. The village hall venue offers role play but generally lacks imagination or links to planned topics. There are very limited opportunities for children to experience role play at the scout hut setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are responsible learners, taking an active role in the routine of the session. Taking on duties independently such as hanging bags and coats and arranging their snacks. Four year olds negotiate play well, sharing equipment, taking turns and giving each other opportunities to join in. They all confidently express their views, feelings, likes and dislikes, as well as listen to other opinions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Four year olds understand and associate single and groups of letters with sounds, by the use gestures as a reminder. They confidently communicate, talking to each other to negotiate play as well as relaying information to adults. Four year olds recognise their written name as a label. However, children do not have opportunities to mark make in role play situations and more able children loose interest in large group times.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children solve mathematical problems through logical thinking and practical solutions. They understand and recognise differences in size and shape through resources and practical activities. More able children can calculate more and less then with some help, but by using props can calculate independently. However more able children's thinking is not extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are confident to investigate and explore materials, find out how they work and why. Initially they are guided by staff but soon discover independently. They show fascination in new activities and can recall past events, expressing their experiences with awe and wonder. Most children can control and manipulate equipment, programming and manoeuvring technical equipment for a purpose. However, children are limited in opportunities to use culture and beliefs in role play situations.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident movers, negotiating space for safe play situations. They use controlled movements to travel around, in and out of equipment. Most children have an understanding of healthy diet and the care of their bodies through discussion. They particularly use tools effectively to fix, create and manipulate into different results and objects. However, bigger and more able children are not challenge when using some large equipment such as bikes.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children use a range of resources to make marks at the village hall. They create imaginatively, extending their understanding of texture and colour. Planned music and movement sessions give children the opportunity to experiment with sound, volume and dance. However, there are limited opportunities for children to extend their experiences through role play and real world situations. The children have limited self selection with mark making and craft activities.

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

- assess and implement changes to the structure to ensure continuity, availability of activities for self selection, challenges for more able children, opportunities for role play situations and opportunities for children to independently label their own work.
- develop the planning, evaluation and evidence fully, to link to the children's assessments and development records and then to further planning.

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.