



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY219237

DfES Number: 537037

### INSPECTION DETAILS

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|-----------------|-----------------------|
| Inspection Date | 31/01/2005            |
| Inspector Name  | Julie Youngman (TCCI) |

### SETTING DETAILS

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|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | Twinkle Pre-School   |
| Setting Address | New Life Church<br>80a Houghton Road<br>Dunstable<br>Bedfordshire<br>LU5 5AD |

### REGISTERED PROVIDER DETAILS

|      |                                  |
|------|----------------------------------|
| Name | New Life Church Playgroup 299289 |
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### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | New Life Church Playgroup                                 |
| Address | 80a Houghton Road<br>Dunstable<br>Bedfordshire<br>LU5 5AD |

## 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

The New Life Church Playgroup is situated on the northern side of the town of Dunstable. The group aims to serve the local community. The playgroup is founded on Christian principles and functions within the guidelines of the New Life Church.

Parents may register their children from the age of 2. However, children will be at least 2 and half before being able to gain a place. The group is registered for 24 children and is in receipt of funding for 3 and 4 year olds.

## 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 Twinkle Pre School is acceptable and of good quality. Children are making very good progress towards the early learning goals in most areas of learning although some aspects of literacy and mathematics lack rigour for the more able children. All the children benefit from extended access to free play activities and small informal group work, supported very well by the excellent relationship with staff.

The quality of teaching is generally good. Very good interactions, conversations and questioning by staff support all the children's learning in most aspects of the six areas of learning. All staff demonstrate a good knowledge of children's learning and development needs. They engage with children effectively throughout the session, especially promoting their language, knowledge and understanding of the world and imaginative skills in appropriate activities, games and role play. Staff plan interesting topics linked to some aspects of the early learning goals each week. They meet frequently to evaluate the provision and provide a wide and varied range of good quality resources and activities. Some literacy activities for the older, more able children lack focus and rigour.

Leadership and management of the setting is very good. Regular observation of practice by the leader supports the effective staff appraisal very well. Effective systems are in place to support monitoring and evaluation of the educational provision. Regular staff meetings support the staff team who are committed to the development of the educational programme through on-going training.

The partnership with parents and carers is very good. They are kept well informed about the provision by regular newsletters and daily conversations. Open evenings are offered regularly to provide information on children's progress, supported by the effective, open assessment system.

### What is being done well?

- children's personal, social and emotional development through excellent relationships
- opportunities to engage in extended free play and small, informal group activities
- language skills through very good conversations, interactions and staff engagement with children's activities
- appropriate questioning to challenge children's thinking, especially supporting imaginative role play
- planned topics, linked through the year, extending children's knowledge and

understanding of the world, the environment and their community

- management and leadership through monitoring, evaluation and commitment to developing all aspects of teaching and learning
- record keeping with assessment and evaluation of children's progress in most aspects of the six areas of learning
- daily information for parents about children's activities and regular open evenings to show how children are progressing

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| <b>What needs to be improved?</b>   |
| <ul style="list-style-type: none"><li>● some aspects of planning to develop the more able children's skills, especially in literacy and mathematics</li></ul> |



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| <b>What has improved since the last inspection?</b> |
| N/A   |

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Excellent relationships support children's all round development. Children are keen to participate, they concentrate well in groups and respond to staff expectations. Their confidence, self esteem and independence are fostered very well. Children share, take turns and behave very well. Staff support children's spiritual development, helping them to learn about other beliefs sensitively through family involvement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Very good conversations and interactions with staff support all the children's language development. They are encouraged to talk freely, share their ideas, expore feelings and learn new words. They recognise their name cards, word labels and notices, learning about the alphabet and phonic sounds in group work. They enjoy books, stories and rhymes, learning how print works. Opportunities are missed for the more able children to develop literacy skills in focussed activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many activities, games and resources are used to help children develop mathematical ideas and language. They count well and recognise numbers in group work. Weighing, measuring, sorting and problem solving are covered over time in practical activities. Opportunities are missed for the more able children to record numbers and work in planned, focussed groups.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Many very good topics are planned to help children learn about their environment and the community. They regularly enjoy cooking and growing activities and are appropriately challenged to think about how and why things work or happen, in imaginative role play with everyday technology. Good resources are provided to help them design and construct. They enjoy remembering past events and willingly talk about their own experiences. Family involvement helps them learn about other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Very good opportunities are provided every day for the children to explore climbing, balancing and moving differently on large and small apparatus. Children demonstrate good control and coordination, riding wheeled toys and showing awareness of others. Health issues are introduced and children enjoy learning about healthy foods. Many good quality small toys, tools and malleable materials are used safely.

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| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Many good opportunities are provided for children to explore all aspects of art and craft over time. They enjoy independently painting, printing and collage work and learn about shape, form and space in planned activities in two and three dimensions. They participate in music, movement and dance, enjoying musical instruments, familiar songs and ring games regularly. Activities are well planned to help them explore all their senses, especially tasting fruits at snack time. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |

### **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**

- develop planning to include small group, focussed activities for the older or more able children, especially promoting all aspects of literacy and mathematics.

*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.*