



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 154081

DfES Number: 519177

INSPECTION DETAILS

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| Inspection Date | 07/11/2003 |
| Inspector Name | Zenna Kingdon |

SETTING DETAILS

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| Day Care Type | Sessional Day Care, Out of School Day Care |
| Setting Name | Tavistock Community Pre School & Holiday Playscheme |
| Setting Address | 62 Plymouth Road Tavistock Devon PL19 8BU |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Tavistock Community and Holiday Playscheme |
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ORGANISATION DETAILS

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| Name | Tavistock Community and Holiday Playscheme |
| Address | 62 Plymouth Road Tavistock Devon PL19 8BU |

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

Tavistock Community Pre School and Holiday Playscheme was established in 1998. It is managed by a committee of parents and interested others. It operates from a pre-fabricated building in the grounds of the Alexander Centre in Tavistock, and serves the local community.

The scheme is registered for 24 children aged from 2 to under 8 years; of these only 8 may be under 3 years. There are currently 15 children on the register, including eight funded four-year-olds and six funded three-year-olds. Children with special needs or English as an additional language are also supported in this setting, although there are none currently attending.

The accommodation is on one level and the group has access to a secure outside playing area. The scheme operates from 09:15 to 11:45, Monday to Friday, and 12:45 to 15:15 each weekday, except Wednesdays.

The scheme employs six members of staff. The person in charge holds a Diploma in Pre-School Practice. The deputy is currently studying for a level 3 NVQ. Two other members of staff hold a BTEC in Early Years and an NVQ 2 and it is planned for the final two members of staff to complete NVQ 2 and NVQ 3. Three members of staff are qualified in first aid.

The pre-school follows the Foundation Stage Curriculum and is a member of the Pre-School Learning Alliance. It receives support from a mentor from the local 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?

Tavistock Pre-school offers a well-planned and happy environment where children are making generally good progress towards the early learning goals. Progress in personal, social and emotional development and mathematical development is very good. Children arrive excited to participate in the day's activities. Children are given opportunities each day to make use of and to develop all areas of their knowledge of mathematics.

The quality of teaching is generally good. Staff understand the Foundation Stage and provide a stimulating range of practical activities to help children learn. Planning and assessment are in place. The assessment is full and accurate. It is clearly used to inform planning. Staff consider the needs of individual children. There are insufficient opportunities for role-play, using books and writing. Children behave very well in response to the high expectations and support of the staff.

The leadership and management of the setting is generally good. The manager has a strong commitment to developing and improving the setting. She has developed a good relationship with her early years advisory teacher. She believes that ongoing training and development is essential. The staff work well together.

The partnership with parents is very good. Parents and staff have positive relationships. Parents are kept informed about their children's progress through informal communication with the staff. All parents feel well informed about both their child's progress and the curriculum that they are following. Parents are actively encouraged to become involved with the group in any way that they feel is appropriate. Parents clearly support the work of the pre-school.

What is being done well?

- Children are excited to participate in the wide variety of activities that are on offer to them. They talk in both small and large groups and suggest their ideas.
- Children understand the expectations that are set out within the group and respond appropriately.
- They are able to link sounds and letters. Children notice letters in their environment and comment on letters that are in their names.
- There are opportunities on a daily basis for children to practice all areas of mathematical development. In particular children are aware of different ways in which they can measure objects, including themselves.
- Children are able to use a range of tools for specific purposes, such as scissors for cutting out shapes.

What needs to be improved?

- staff's encouragement of children in accessing and using the book corner
- the display of the role-play materials, so that children will find them attractive to use
- opportunities for children to write, both independently and as part of a planned activity
- the teaching of handwriting
- the use of malleable materials, such as play dough, to encourage physical development and pre-writing skills.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection when the one key issue concerned planning and assessment. Documentation systems needed reviewing to eliminate excessive, repetitive and time-consuming recording of information. A recognised recording system is now used for recording information about the children's progress. The observations that are gathered are clearly used to inform practice. The needs of individual children are considered and planned for. The supervisor has been working closely with the early years advisory teacher to produce new planning sheets that are less cumbersome and time consuming. The new system has yet to be fully adopted but is working better in practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are excited and motivated by many of the activities that are on offer to them. They behave well and respond appropriately to the expectations of staff. The children have a good level of independence and self care. They toilet themselves and clearly understand when it is appropriate to wash their hands and why. They are able to self-select a number of resources and do so appropriately. They have good relationships with each other and understand the need to take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language for communication and for thinking. They talk confidently about their thoughts and ideas. Children listen to stories and are able to discuss what they have heard. Children link sounds and letters well. They talk about the letter of the week and bring objects from home to support their learning. There are few planned writing activities, or chances for writing independently. The book corner is not very accessible for the children and therefore they do not use it.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in all areas of mathematical development. They are able to use numbers as labels and for counting in a range of situations. They recognise that some numbers are made up of more than one digit. Children are able to calculate in a number of different ways. A child noted the number of marbles in a game and was aware that there were not enough for each child to have a turn. Children are aware of shapes in the environment and measure using a range of different items.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children follow a broad range of topics, which allow them an understanding of the world in which we live. They explore the properties of water during their topic on autumn and enjoy splashing in puddles. Children cook a range of foods from diverse cultures and are aware of times of the year that they are eaten. There is a range of multi-cultural dressing up clothes, but they are poorly displayed and children do not find them attractive. Children are given opportunities for construction.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are able to move confidently in a range of different situations. They are aware of people around them when they are moving around. Children are aware of their bodies and know that they need warm clothes during the winter and why. They know they need to wear boots when splashing in the puddles. Children use a range of construction toys and tools such as scissors and hole punches confidently and appropriately. However, they have insufficient opportunities to use malleable materials.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children are given the opportunity to explore a range of media and materials. They are able to talk about the different textures of the materials that they use, for example when making cloud mobiles. They use their imaginations to create pictures, such as glittery firework pictures. They sing songs from memory and are able to respond to instructions to sing loudly and quietly. Children use their imaginations in the role-play area and ask the adults to work with them.

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

- develop communication language and literacy, so that children progress from pre-writing skills to independent writing, and encourage them to make use of books within the setting
- improve the storage of role-play materials, in order that children feel that they are attractive and that they want to make use of them on a daily basis.

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.