



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127777

DfES Number: 515167

INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Jacqueline Fryer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Willow Rise Pre-School
Setting Address	Downswood Community Centre Chiltern Close, Downswood Maidstone Kent ME15 8XG

REGISTERED PROVIDER DETAILS

Name	The Committee of Willow Rise Pre-school
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ORGANISATION DETAILS

Name	Willow Rise Pre-school
Address	Downswood Community Centre Chiltern Close, Downswood Maidstone Kent ME15 8XG

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

Willow Rise Pre-School opened in 1990 and operates from one room in a Community Centre in Downswood, Maidstone, Kent. A maximum of 26 children may attend the nursery at any one time. The pre-school is open each weekday from 09.15 to 12.00 for 38 weeks of the year. All children share access of the outdoor play area.

There are currently 40 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school currently supports a number of children who speak English as an additional language.

The pre-school is jointly run by two qualified supervisors and employs seven staff. Of these, four staff, hold appropriate early years qualifications. There are two staff members working towards a qualification.

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

How effective is the nursery education?

Willow Rise Pre-school is an acceptable provision and of good quality. The children are making generally good progress towards the Early Learning Goals.

The teaching is generally good. The staff plan varied activities so they link into the weekly topic successfully, enabling children to develop and progress in many areas of learning. These are not evaluated to show their effectiveness, or differentiation for children's differing abilities. Most staff have a basic knowledge of how children learn. Children's thinking is extended through effective and challenging questioning. The staff's positive attitudes and interaction with the children encourages well behaved and respectful children. The plans of activities do not always allow children to express themselves freely through mark making and art and craft. They recognise the equal importance of free play situations in observing children's development and learning.

The leadership and management is generally good. There are regular opportunities for staff to identify their potential and can improve through a varied programme of training. The experienced staff members provide support and guidance for newer staff and the quality of teaching is informally monitored and evaluated. Procedures to evaluate and review the effectiveness of the routine and timing of the sessions is limited and restricts the opportunities for children to develop their independence and self selection. All staff are included in planning and their thoughts and ideas are valued. The staff team work hard at providing play and learning opportunities for the children.

Partnership with parents is very good. Parents observations and comments are valued. They play an active part on the management committee. Parents speak to a key worker who has the most contact with their child and there are opportunities to ensure parents access the records. Parents are provided with newsletters and all policies are written up and shared.

What is being done well?

- Children's behaviour is very good. They show sensitivity and understanding of other people's needs. Staff are good role models for the children, they are consistent in their approach.
- Children are confident, interested and motivated to learn. They concentrate well, listen and speak clearly as they communicate with both adults and their friends.
- Staff provide a excellent range of information for parents, either verbally or in writing. Parents have opportunities to talk to staff regularly to discuss their child's progress and development.

- Staff provide a friendly secure and caring setting ensuring children are confident learners, able to mix well with their peers and other adults.

What needs to be improved?

- the opportunities for children to develop through further free play situations, particularly with mark making and free representation through creative play
- the routine and timing of activities, to allow children opportunities to use large physical equipment both indoors and outdoors and to increase self selection, independence and choice in free play situations
- the opportunities for children to continue to develop their understanding of calculation and comparison through practical activities
- the differentiation in activities and structure planning to show the differing abilities of children's educational needs and how effective the planning of activities is.

What has improved since the last inspection?

The improvements since the last inspection are generally good.

At the last inspection, the provision was given two key issues;

provide more systematic records of children's progress towards the early learning goals and use this information when planning activities;

They have developed a systematic record system to plan for children next steps and to chart their progress towards the early learning goals. Children's assessments are used in the overall planning and observations to ensure their next steps are included in future planning.

provide older and more able children with more opportunities to recognise simple words, write for a variety of purposes and develop their understanding of simple addition and subtraction through practical activities;

They have extended opportunities for more able children to recognise simple words and developed their understanding of simple addition and subtraction. However, there is limited progress in developing opportunities to write for a variety of purposes through practical everyday activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interested learners, listening to advice and trying new activities. They concentrate for substantial periods of time at adult led and free choice activities. Access to outdoor play is limited and for set times only. Children have limited opportunities to self-select resources suited to their development. They co-operate with each other, playing happily together and use the social opportunities well. Children behave well and relate to adults and to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently join in discussions at circle time and converse well at snack time when they talk to each other. They communicate with staff and clear speech is encouraged. Children enjoy books and listen to stories and know what is next. They are encouraged through gentle questioning to explore further their ideas and thoughts. Children have limited opportunities to freely make marks, write or label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to six and above. Most children recognise and associate a number with a written numeral and can understand and use mathematical language. They sort and organise resources according to their use. However, there are missed opportunities for children to calculate and compare numbers within routine and free play activities. Children use their knowledge of shape and colour to successfully complete a range of activities, such as puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children begin to know about their own cultures and those of others through topics and themes. They demonstrate their understanding of properties through exploring and investigating different objects. They are keen to contribute their comments about the weather during registration. Children have limited use of basic technology to enhance and support their learning. They describe their family and explain events in their life.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely around the tables and show they are aware of space. They have good co-ordination and spatial awareness, both indoors and out. Staff are on hand to give support and encourage new skills. Through varied activities and routines the children become aware of the importance of staying healthy. Children are able to develop their fine motor skills using puzzles. Opportunities to use a variety of tools in some activities are limited.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are successfully encouraged to develop their sense of rhythm during music and singing activities and they all participate with great confidence and enthusiasm. They have opportunities to play together in small groups in the role-play area. Children explore and investigate their senses and colour through a range of structured manipulative activities. There are limited opportunities for children to freely represent through self-selected resources, within free play 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

- Provide further free play activities to: develop children's understanding of calculation and comparison and to allow children to express themselves freely through mark making and art and craft activities throughout the session.
- Review and implement changes to the planning to show the evaluation and differentiation of activities. Ensure the routine and timing of the session allows children further opportunities to develop independence and self selection.

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.