



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109994

DfES Number: 520015

INSPECTION DETAILS

Inspection Date 07/01/2005
Inspector Name Loraine Wardlaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Westbrook Little People
Setting Address Tempest Avenue
Waterlooville
Hampshire
PO7 8NU

REGISTERED PROVIDER DETAILS

Name The Committee of Westbrook Little People Pre-School
Committee

ORGANISATION DETAILS

Name Westbrook Little People Pre-School Committee
Address Tempest Avenue
Waterlooville
Hampshire
PO7 8NU

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

Westbrook Little People Pre-School opened in 1990. The pre-school operates from a community centre which is located in Waterlooville, Hampshire. It is run by a voluntary management committee, made up of parents and carers. The pre-school serves the local community and surrounding areas.

There are currently 52 children from two years nine months to five years of age on roll. This includes 26 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. The setting welcomes children with special needs and those who speak English as an additional language.

The group opens four morning sessions and five afternoon sessions a week, during school term time. Sessions are 9:15 to 11:45 and 12:30 until 15:00. Five part time staff work with the children, four of whom have early years qualifications to National Vocational Level two or above. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Westbrook Little People Pre-school provision is of good quality. Children are making generally good progress towards the early learning goals in personal, social, emotional development, communication, language and literacy, mathematical and physical development and knowledge and understanding of the world. Children are making very good progress in creative development.

The quality of teaching is generally good. Staff have a generally secure knowledge of the Foundation Stage curriculum and offer practical and interesting activities to children. Planning is broad, covers all curriculum areas but does not take into account the varying learning needs of children. The assessment and observation system successfully charts children's progress but is not used by all staff to plan challenges or extension activities for the more able child. Staff liaise very well with parents of children with special needs and other professionals. They manage children's behaviour consistently giving firm boundaries of their expectations. Staff interact well with children but some teaching of the large group is less effective and does not always capture children's interest.

The quality of leadership and management is generally good. The leader and committee are very committed to offering quality education to children. A programme of training is available for all staff, but good practice is not always shared between staff. Although staff take part in appraisals, teaching is not formally observed and the monitoring and assessment of practice does not correctly identify the weakness in teaching. Staff deployment is flexible but this sometimes leads to children being unsupported in activities where they need assistance.

The partnership with parents is very good. Parents have access to clearly presented information, through regular newsletters, notice boards and the prospectus. They are encouraged to be involved in their child's learning experience and are well informed about their progress.

What is being done well?

- Staff create an inviting and welcoming environment for children with well laid out resources and practical activities. There is a good emphasis on learning through play with children freely exploring and experimenting for themselves.
- Staff build good relationships with children which results in happy, well settled children. They are developing good levels of confidence, self esteem and older children can work on their own initiative for good lengths of time.
- Children are making very good progress in their creative development. They enthusiastically use the paint, tools or recyclable materials to produce a picture or model to their own design. For example a four year old makes a three dimensional tree, using scissors, tissue paper and a cylinder shape.

- Staff successfully develop children's personal independence. The rising five group take part in regular physical sessions where the focus is on learning to dress and undress.
- Partnership with parents and carers is very good. A strong emphasis is placed on building good relationships with parents. Staff welcome parents into the pre-school to help and involve them in their learning. For example, parents contribute pictures of the home in which they live for the current topic.

What needs to be improved?

- the short term planning and challenge for older or more able child, particularly in some aspects of literacy ,maths and gross motor skills.
- the deployment of staff to maximise learning opportunities.
- the monitoring of the educational programme, with particular emphasis on improving whole group teaching and the sharing of good practice.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Three key issues were identified and these have been partly addressed. The first was to develop plans to include how activities will be extended and children grouped to ensure there is challenge for older or more able children in aspects of literacy and numeracy. The pre-school set up a rising five group for two afternoon sessions during their last two terms at pre-school. During these sessions there is greater emphasis on personal independence but the overall planning remains broad without any indication of how activities can be extended, especially in some areas of maths and literacy. The second key issue was to give greater emphasis to develop children's knowledge of the shapes, names and sounds of the alphabet through planned activities and routines. This, again, has been partly achieved, Staff plan a letter of the week for children to focus on, but do not always implement the teaching activities due to time constraints. This hinders children's progress in this aspect of learning. The third issue was to review the focus of art and craft activities to ensure that children have sufficient experience to choose materials appropriate to task and to express their imaginative ideas. This issue has been fully and successfully achieved and is now indeed a strength of the setting. Children are making very good progress in creative development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children come into the pre-school happily and are keen to choose activities. They are developing in confidence and self esteem. Children form good relationships with adults and peers. They are generally well behaved and know the group's expectations of them. Four year olds have good opportunities to develop personal independence and to work on their own initiative. Children become inattentive during large group teaching times such as show and tell or story time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage in conversations with their peers and with adults. They have some opportunities to talk through their ideas and experiences. Children are beginning to recognise their names and regularly handle books. They use writing materials and ascribe meanings to their marks. The able child is not sufficiently encouraged to develop their writing. Four year olds are not always encouraged to link sounds and names to the alphabet and do not have a chance to reflect on their immediate experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently, some children beyond nine. They have opportunities to recognise numerals. Children are able to describe shape, size and have opportunities to make patterns. They are aware of number problems through the singing of number songs and resources. Older more able children are insufficiently encouraged to solve simple number problems in the routine or in planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experiment with water and explore the differences of objects such as shells and buttons. They confidently build with construction sets and with recyclable materials. Children understand about past and present through discussion and growing projects. They find out about features in the place they live through planned activities such as visiting the local shops. Children learn about their own culture and those of other people. They are not sufficiently supported when using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use a variety of equipment such as hoops, bats , balls, tricycles and the parachute. They show an awareness of space, of themselves and others. Children are aware of their own physical needs and topic work covers healthy living. They have good opportunities to use a variety of tools and are confident scissor users. Children are not always given sufficient time to consolidate their physical skills or to practice more challenging movements.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enthusiastically explore paint, colour, shape and form through the good use of a variety of materials and medias. They use musical instruments regularly and enjoy singing songs from memory. Children use their imaginations well in free drawing and have a good variety of role play opportunities. Children use all their senses during planned activities, such as cooking or during corn flour play.

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

- introduce more detailed short term plans which cover the stepping stones and implement challenging activities for the older or more able child with particular emphasis on solving simple number problems, some aspects of literacy and gross motor skills.
- re-evaluate the deployment of staff to ensure that children are well supported to maximise their learning opportunities and can be extended appropriately.
- monitor, evaluate and develop the educational programme to ensure that whole group teaching successfully captures children's interest and good practice is shared with all staff.

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.