



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305073

DfES Number: 510685

INSPECTION DETAILS

Inspection Date	01/06/2004
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Goostrey Pre-school
Setting Address	Methodist Church Hall Main Road Goostrey Cheshire

REGISTERED PROVIDER DETAILS

Name	Goostrey Pre-School 1024467
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ORGANISATION DETAILS

Name	Goostrey Pre-School
Address	Methodist Church Hall Main Road, Goostrey Crewe Cheshire CW4 8PE

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

Goostrey Preschool opened in 1967. It operates from a large room in the Methodist church hall in Goostrey and serves the local community.

There are currently 36 children, from two and a half to five years, on roll. This includes 15 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language, although there are none on roll at present.

The Preschool opens five mornings a week during school term times. Sessions are from 09:15 to 11:45 Monday and Wednesday and from 09:15 to 13:00 on Tuesday, Thursday and Friday.

Seven staff in total work with the children, at least four at each session. Over half the staff have early years qualifications to NVQ 2 or 3 level. The setting receives support from a teacher 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?

Goostrey Pre-School offers generally good quality nursery education overall where children learn through a range of stimulating, practical activities. Children make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning. They are confident and secure within the setting.

The quality of teaching is generally good with some strong aspects. The staff have a secure knowledge and understanding of the early learning goals and use this to plan an interesting and stimulating educational programme across all areas of learning. They make very good use of the local environment to help them do this. Whilst staff are skilful in supporting children's learning they do not always take advantage of opportunities to extend older or more able children and help them to build on what they already know, particularly when children are ready to begin to read simple words. Staff use praise, encouragement and sensitive intervention to support learning. They do question children to develop their thinking but this could be more effectively developed by using resources and activities which encourage and challenge children to question why things happen and how things work.

The leadership and management is generally good. Effective teamwork and communication ensures good standards. The continuous development of staff through training and support demonstrates the strong commitment to the constant development of the care and education for all children who attend.

Partnership with parents is very good. There are very effective communications between staff and parents and a commitment to developing parents understanding of the early learning goals and the stepping stones, and to sharing individual children's progress with them on a regular basis.

What is being done well?

- Children are happy and secure within the setting. They communicate well by initiating conversations and listening attentively and select from a broad range of activities and resources.
- Effective teamwork and good leadership and management contribute to a harmonious working environment and good standards.
- Long, medium and short term planning provides a broad and balanced curriculum across the six areas of learning.
- Very good use is made of the local environment to encourage children to observe, find out and identify features in the place they live.
- Children have very good opportunities to find out about their own and other cultures and beliefs.

- Parents are given useful information about their children's progress towards the early learning goals which enables them to respond to individual reports on their children and support their learning.

What needs to be improved?

- opportunities to extend children who are older or who learn more quickly to use their phonic knowledge to build, write and read simple words
- opportunities for children to use appropriate resources and activities which challenge them to ask questions about why things happen and how things work.

What has improved since the last inspection?

Generally good progress has been made overall since the last inspection.

At the last inspection the setting was asked to develop the assessment procedures, link it to the Early Learning Goals and update it regularly and use to inform the planning. The setting has made very good progress in this area and they use the Step by Step assessment in line with the local authority guidelines which is effective and informative for parents. They were also asked to extend the programme for Communication. Language and Literacy to include for children to recognise and write familiar words with opportunities to write their own names. Also, for children to plan and implement opportunities to record and investigate activities and to draw and paint from observation. In both these issues the setting has made generally good progress. Children have opportunities to recognise familiar words and all older children can write their own names but opportunities to write familiar words are limited as are opportunities for children to record and investigate activities. They do record some aspects by using a calendar/weather/magnetic board, worksheets and register. They also draw and paint from observation. The final key issue was for children to develop an understanding of cultural diversity and the setting has made very good progress in this area. Children celebrate events and different cultures in a variety of ways including trying different foods, dressing up, handling artefacts and looking at books.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and eager to learn. They concentrate well as they engage in stimulating, practical activities. Children have formed good relationships and treat each other and the environment with respect. They offer help during routines and activities to tidy their toys away. Children are very well behaved. They are learning to take turns, share and respect the needs and views of others. Children are developing personal independence and can select from a range of resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are clear, confident speakers and good listeners. They initiate conversations and use a wide and extended vocabulary. Children recognise and write their own names and practise making marks during relevant role play situations. Many children are able to hear, recognise and say initial letter sounds but are not extended to use their phonic knowledge to write and read simple words. They understand the meaning of print as they freely access a range of books for pleasure and reference.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise and count reliably to ten. They can sort and classify by colour, shape and size and solve simple number operations in everyday routines and situations. Many children are beginning to combine two groups of objects to add and subtract and use the appropriate language. They explore volume, capacity, weight and shape in activities and show a good recognition of patterns. There are some opportunities to record their findings. Children know and sing a range of number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make good use of their local environment to find out about and identify features of living things and events they observe. They are developing an understanding of time as they recall past events. Children have limited opportunities to ask questions about why things happen and how things work. They make good use of construction equipment to build and design for a purpose and use a computer to support their play. Children are learning about their own and other cultures in meaningful ways.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely about the setting with good awareness of space, themselves and others. Indoors they use large equipment effectively to climb over, under and through and can jump, slide and balance with confidence. They understand the significance of healthy eating. Children are active and involved during music and movement sessions. They have well-developed hand and eye coordination as they select and use a range of small tools. There is limited outdoor provision at present.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their ideas, experiences and feelings and learn about colour, texture and shape through using a range of art and craft media in their activities. They are beginning to respond in a variety of ways to what they hear, smell, taste, touch and feel. Children develop their imaginations as they enjoy role play. They sing simple songs from memory and have opportunities to explore musical instruments. They are beginning to match movements to music and follow a simple rhythm and beat.

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 opportunities to extend older and more able children to use their knowledge of single letters and the sounds they make to build, write and read simple words
- provide opportunities for children to use appropriate resources and engage in activities which challenge their thinking and encourage them to question why things happen and how things work.

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.