



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224227

DfES Number: 521150

### INSPECTION DETAILS

|                 |                |
|-----------------|----------------|
| Inspection Date | 16/03/2005     |
| Inspector Name  | Dianne Andrews |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Sessional Day Care  |
| Setting Name    | Woore Pre-School  |
| Setting Address | Woore County Primary School<br>London Road, Woore<br>Crewe<br>Cheshire<br>CW3 9SQ |

### REGISTERED PROVIDER DETAILS

|      |                                  |
|------|----------------------------------|
| Name | The Committee of Woore Playgroup |
|------|----------------------------------|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Woore Playgroup  |
| Address | Victoria Hall London Road<br>Woore<br>Crewe<br>Cheshire<br>CW3 9SF |

## 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

Woore Pre-School and Playgroup has been established since 1969. It is a committee-run group, operating from the village hall and primary school on the Shropshire/Staffordshire border. The group presently have use of the school and village halls and outdoor playground areas, however they have been allocated a classroom within the school, which they will occupy from Easter 2005. The group serves children from the village of Woore and the surrounding rural areas.

The pre-school offers care on Monday and Friday mornings, from 09:00 to 11:45 and the sister group offers sessions in the village hall on Tuesday to Thursday mornings. There are currently 26 children on roll, this includes 3 and 4-year-olds in receipt of funded nursery education. There are two staff members present at each session, both hold recognised childcare qualifications, they are supported by parent helpers.

The group obtains support and advice from the Early Years Development and Childcare Partnership. They are currently working towards the Pre-School Learning Alliance accreditation award.

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

### How effective is the nursery education?

Woore Pre-school and Playgroup provide generally good nursery education for three and four-year-old children. Staff are developing a sound knowledge of the Foundation Stage curriculum and obtain the support of the Early Years Foundation Stage Mentor. The children are making generally good progress towards the early learning goals through planned and spontaneous activities that they are eager to participate in.

The quality of teaching is generally good with some very good aspects. Staff ensure that there is a wide variety of resources available and make good use of space, however opportunities for children to initiate their own learning are currently limited. The assessment and planning systems are being developed to ensure that children's individual learning needs are effectively met. Planning is mainly effective in ensuring that the curriculum is well-covered; further consideration of the learning potential within everyday activities, both for the group as a whole and to provide challenge for more able children, will enhance this.

Leadership and management of the setting are generally good. The hard-working, voluntary committee provides consistency and offer effective support for staff. Training and development is given appropriate priority. Systems are being developed to monitor the effectiveness of the nursery education, including commitment to a recognised accreditation scheme. Staff are becoming clear about their roles and responsibilities, as new members settle into the team.

The partnership with parents is generally good. Staff work hard to maintain good relationships with parents and provide them with good quality information regarding the educational provision. Communication between staff and parents is friendly and relaxed. Opportunities for parents to share what they know about their children and to be involved in their learning are not yet fully developed.

### What is being done well?

- Staff create a secure and stimulating environment, with strong relationships between parents, staff and children. Children settle quickly to worthwhile activities.
- Children enjoy the activities and play developed from planned themes. They are encouraged by enthusiastic teaching.
- Most children behave well, encouraged by staff's high expectations of behaviour. They are helped to respond to the boundaries of behaviour and to begin to understand the need for self-discipline and consideration for others. Staff are skilled in supporting those children who find it difficult to behave appropriately.

- Children are provided with many opportunities to develop control and coordination through use of a range of resources, tools and equipment. They gain confidence in their skills and learn about the benefits of being active.
- Children are beginning to use mathematical language well and are encouraged to estimate and compare. Very good progress is made as a result of positive staff interaction.

#### **What needs to be improved?**

- opportunities for children to initiate their own learning and the availability of materials throughout the setting
- consideration of the learning potential within the daily routine
- enhancement of the assessment and planning systems, continuing to ensure that the individual developmental needs of all children are carefully considered and met through a balanced curriculum
- practical opportunities for children to build on their understanding of, and skills in, information technology
- enhancement of management systems to enable the evaluation of the overall effectiveness of the nursery education
- opportunities for parents to share what they know about their children.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection.

The planning for structured activities now shows how the activity will be organised and adapted to suit the needs, age and capability of all children. Planned changes to the way that children are grouped, and therefore taught, will enhance this.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Strong relationships with staff have a positive effect on learning and children respond to their guidance. They behave appropriately and are aware of the rules within the setting. Children confidently express their needs and ideas and relate well to each other and adults. Most children concentrate effectively when working alone or at a group activity. Personal independence is encouraged well in many areas, although opportunities for self-selection and child-initiated learning are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are becoming confident and fluent speakers. They engage easily in conversations, encouraged by staff's consistent interest. Reading skills are developing well, as children regularly access books, showing a knowledge of how to use them appropriately. Most listen to stories with interest and respond appropriately. There is a lack of challenge in some activities for more able children and opportunities to write for a purpose, especially within the role-play area, could be extended.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Staff provide a range of activities, both planned and spontaneous, to encourage the children to extend their learning in number recognition, shape and counting. Children are becoming familiar with number rhymes and explore in a practical way the concepts of calculation. They confirm their understanding by using the language of mathematics within their play and simple problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children have many opportunities to observe features and changes in the environment. They are naturally curious and keen to discuss the changes observed. Children develop a very good sense of time and place, talking about home and family events. The development of activities, to enable children to practise their skills with everyday technology, would enhance this area of learning.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children regularly use a varied range of large and small equipment and tools, which helps them to develop control skills effectively. Staff plan a wide range of physical play and challenges which enhances skills in areas such as climbing and balancing. Children are learning about movement and developing a sense of space, especially during weekly music sessions. A variety of construction toys are used with increasing ability.

| CREATIVE DEVELOPMENT  |                |
|---|----------------|
| Judgement:  | Generally Good |
| <p>There are opportunities for children to express themselves through music, movement, singing and model making. They re-enact a range of real and imaginary experiences using role play, taking on and developing a variety of characters. Children explore colour, shape and texture through planned activities, but do not have access to materials and resources to encourage creativity through their own imagination.</p> |                |

**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 for children to initiate their own learning and extend the availability of materials throughout the setting.
- Consider the learning potential in everyday activities and ensure that all activities offer challenge for more able children.
- Provide practical opportunities for children to build on their understanding of, and skills in, information technology.
- Develop opportunities for parents to share what they know about their children.

*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.*