



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109918

DfES Number: 523647

INSPECTION DETAILS

Inspection Date 07/05/2004
Inspector Name Anne Munro

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fawley Pre-School
Setting Address Jubilee Hall, The Square
Fawley
Southampton
Hampshire
SO45 1DF

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name FAWLEY PLAYGROUP COMMITTEE
Address (AS PREVIOUS)
U/A

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

Fawley Preschool has been operating since at least 1977. It is situated in a room in a community building with access to kitchen and toilets. The setting is a community group managed by a voluntary committee of parents and local people. Children attend from the surrounding area.

The preschool is registered to accept up to 26 children aged from 2 to under 5 years. There are currently 29 children on roll, including 19 funded 3 year olds and 4 funded 4 year olds. The preschool supports a number of children with special needs.

The group opens five days a week during term time. Sessions are from 09:15 to 11:45. Children attend for a variety of sessions.

There are three full time and five part time members of staff working with the children. One member of staff has early years qualification to NVQ level 3, and all the others are working towards a recognised early years qualification. The setting receives support from a teacher from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

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

How effective is the nursery education?

The provision of nursery education at Fawley Preschool is acceptable and of good quality. Children are making generally good progress towards the early learning goals in most areas, although there are significant weaknesses in their progress in communication, language and literature and in mathematics.

The quality of teaching is generally good. Senior staff have sound knowledge of the early learning goals but others have less secure understanding. Staff plan a range of activities that promotes learning in most areas. They are particularly good at working with individuals, initiating conversation and developing language skills. They manage challenging behaviour calmly and promote self-esteem with praise and encouragement. They produce individual plans for children with special needs, liaising with parents and other professionals. The organisation of sessions is good, with easily accessible resources enabling children a good choice of activities. Staff have good knowledge of children's individual abilities. They regularly observe and record children's progress, identifying and planning for the next steps.

Leadership and management of the preschool are generally good. A voluntary committee takes responsibility for finance and ensures that the group is well resourced, but delegates most management tasks to the supervisor. The supervisor provides strong leadership, ensuring that staff are aware of their roles and work well together. An appraisal system enables training needs to be identified and the committee supports staff in accessing courses. Staff and supervisor work hard to develop and improve provision, using ideas gained from training and in consultation with parents.

Partnership with parents and carers is generally good. Parents discuss their children's progress and find staff friendly and approachable, but few are actively involved in the group. They receive good information about activities and are encouraged to join outings and fund-raising events.

What is being done well?

- Staff observe and record children's progress towards the early learning goals and have a good understanding of individual needs and capabilities.
- Children are confident and relate well to adults. They move confidently between activities, joining groups and learning to share and take turns.
- Staff encourage conversation, introducing vocabulary and developing language skills so that children become confident in speaking.
- Provision for children with special needs is good. Staff keep accurate records of progress and liaise with parents and other professionals to ensure that special needs are addressed.

What needs to be improved?

- the management of noise levels, to encourage children to listen, concentrate and maintain attention.
- staff's knowledge of the early learning goals so that they are able to maximise the effectiveness of activities in promoting children's progress through the stepping stones.
- opportunities for children to use writing and learn about the links between sounds and letters.
- children's use of books.
- opportunities for children to recognise numerals and to use simple calculation in daily routines.

What has improved since the last inspection?

Improvement since the last inspection is generally good. There has been a complete change in staff and leadership and many changes have been introduced.

The requirement of the last inspection that "methods of observing, assessing and recording children's achievements" should be improved has been addressed. A new system of assessment has been recently introduced and is effective in ensuring that keyworkers have a good understanding of children's needs and abilities and are able to use their knowledge in planning activities.

The setting was also asked to "provide details of the educational programme in the brochure for parents". This was addressed but although information in the brochure sets out the six areas of learning, it does not explain the early learning goals accurately enough to enable parents to understand the purpose of preschool activities. However information is provided on notice boards and in newsletters and new parents are shown a video explaining the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children come confidently into preschool and settle quickly into familiar routines. They relate to adults with confidence and generally work well alongside other children, learning to take turns and share. Although some children can persist at their chosen activities for quite long periods, noise levels in the room make it difficult for children to concentrate and maintain attention.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident in speaking, as staff continually encourage conversation, introducing vocabulary and developing language skills. Most children enjoy listening to stories, but they do not often choose to look at books. A few children can write their names, forming recognisable letters. Children use a variety of materials to make marks but are not yet using writing for communication and are not learning about the links between sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Staff make counting an integral part of daily activities so that most children can count to five and some beyond. They are not yet using simple calculation or learning to recognise numerals. Children use various games and puzzles to sort and match and to recreate pattern, and staff encourage them to use the language of shape, size and position throughout their activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given opportunities to study and compare natural objects, and learn about their environment from visitors and outings. They are encouraged to talk about their homes and families. They design and build with construction toys, making up rail tracks and building houses and trains. They use simple electronic toys such as a till and books with sound effects, and have access to a computer and tape players but do not make good use of them.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

A new outside play area allows children more opportunity for physical development, but its use does not maximise the limited space. Children develop new skills using small equipment such as beanbags, hoops and quoits. They develop co-ordination and control using large equipment such as climbing frame, tunnel and balancing bars indoors, and develop good manipulative skills with a range of tools and materials.

CREATIVE DEVELOPMENT

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

Children explore colour and texture with imaginative art work using a variety of techniques and media including paint, collage, crayons, chalks, printing and rubbing. They use percussion instruments to learn about sound and rhythm, and join in songs and rhymes with enthusiasm. They use imagination in their play, preparing meals and ironing in the home corner, and using bricks to construct houses and roadways for play people, but have few opportunities to act out experiences in planned role 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

- consider strategies for managing noise levels and developing children's ability to listen and concentrate
- develop staff's knowledge of the early learning goals so that they are able to maximise the effectiveness of activities in promoting children's progress
- provide more opportunities for children to use writing and to learn about the links between sounds and letters
- provide more opportunities for children to use number and simple calculation in daily routines.

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.