



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141748

DfES Number: 530318

INSPECTION DETAILS

Inspection Date 15/03/2005
Inspector Name Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Greenleys Community Pre-School
Setting Address Ardwell Lane
Greenleys
Milton Keynes
Buckinghamshire
MK12 6AY

REGISTERED PROVIDER DETAILS

Name The Committee of Greenleys Community Centre Pre-School

ORGANISATION DETAILS

Name Greenleys Community Centre Pre-School
Address Ardwell Lane
Greenleys
Milton Keynes
Buckinghamshire
MK12 6AT

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

Greenleys Community Pre-School opened in 1997 and operates from 1 room in the Greenleys Community Centre, Greenleys which is north of Milton Keynes. The group is managed by a committee of volunteers who are mainly parents of children in the group. A maximum of 28 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 14.30 term time only. The pre-school offers both sessional and full day care. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged from 2 to under 5 years on roll. Of these, 41 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs six staff. The manager and two staff hold appropriate early years qualifications. There are two staff working towards qualifications.

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

How effective is the nursery education?

Greenleys Community Pre-School provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Senior staff have a sound knowledge of the Foundation Stage. Planning is clear and concise, is based on the children's various needs, and ensures a wide range of interesting activities that promote the children's learning in all areas. However, children do not have access to a wide range of resources reflecting other cultures. Staff encourage the children to become independent by offering them choices and supporting them to express their own needs. Focused activities are adapted for each child's individual abilities so that they are challenged and motivated; this is not formally recorded. Staff use a variety of teaching methods so that the children learn new skills and have opportunities to practise them. There is a good balance of child-initiated activities and those led by the adults. Staff deployment is effective so that children receive individual support as appropriate. The pre-school has good strategies in place to support children with special needs and those with English as an additional language.

Leadership and management are very good. The new supportive committee are learning their roles and responsibilities. Along with the play leader, they carry out annual appraisals and ensure staff have the opportunity to access training. The play leader and deputy have formed a dedicated team of staff who work closely together. Evaluations of the group are carried out regularly and action plans are devised to ensure changes are made effectively.

Partnership with parents is very good. Parents receive clear written information about the group and the curriculum. At present they receive a written report each year and are invited to a parents evening, this is under review.

What is being done well?

- The staff provide a warm and welcoming environment, where children learn whilst having fun. Staff work well as a team, they know the children well and their individual needs. They have developed sympathetic strategies to enable children to work through their own feelings of anger and frustration. The staff are calm and patient.
- The book corner is large and comfortable, with a wide range of books. Staff read to the children as they wish, so that they are developing a love for stories and are learning to handle books with care. They are also learning that they can gain information from books.
- Staff introduce maths during most activities in a natural way. In the role play area children go to the shops to collect numbered items and count them out.

Children use their fingers to count objects and they are becoming familiar with numerals through frequent observations.

- Parents are encouraged to be involved in their child's learning; they exchange information with the key worker as they wish. Parents bring items into the group that are related to the topic. A new initiative is in place for children to share books with parents at home. Parents are asked to record their opinions about the education and care that their children receive and to express any concerns they might have.

What needs to be improved?

- the provision of a wider range of multi-cultural resources
- the plans to formally include how activities are adapted for children of different abilities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The new committee and supervisor have made several effective changes. Planning has been extended to provide more time for language and literacy, for children to record numbers and to use information technology. Children's progress is recorded regularly and shared with the parents. These were raised as key issues at the previous inspection.

Plans show that equal amounts of time are focused on each area of learning. Staff introduce a letter and the sound it makes each week so that children can recognise them and practise writing them. A mark-making table is available at each session. Staff supply writing materials in the role-play area so that children can make lists and write for other purposes. Children are encouraged to write their own names on pieces of work. Children talk eagerly about their experiences to adults during activities; adults listen effectively. Children are making very good progress in communication, language and literacy.

There is a good range of resources for children to use so that they can recognise and record numbers frequently. Children are becoming familiar with information technology. Everyone is learning to use the computer and to navigate their way around programs; they have regular use of tape recorders, calculators and an interactive globe.

The key workers make regular assessments of the children's progress and share these with the parents on request and through parents' evenings. Parents are aware of their children's achievements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the group eagerly and are keen to take part in the session; the staff make learning fun. Staff are sensitive to the children's needs and develop effectively their confidence and self-esteem. The children relate well to each other and the adults, especially their key worker. The staff use good strategies to help children control their behaviour. Children are encouraged to be independent. They have the opportunity to choose from the wide range of resources that are freely available.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently with adults and peers, both individually and in group situations. Staff listen effectively and help the other children to do likewise. Children enjoy books and story times, they become involved and like to anticipate what is about to happen. Staff extend children's vocabulary. Children recognise their own names and the more able children write their first names independently. They are also becoming familiar with phonics.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to 10 confidently; most are able to count further. They have many opportunities throughout the session to practise, such as counting the number of children and during songs. They are beginning to use mathematical language appropriately. The more able children are beginning to calculate and to use simple addition and subtraction. Children build constructions such as train tracks and complete jigsaws. They enjoy making patterns especially when using the beads and tick-tack-toe.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given the opportunities to learn about the world around them, they are becoming inquisitive and self motivated. Through the topics, children are learning about growing and life cycles. They are developing their senses through first hand experiences such as smelling and feeling the dough, and observing the snail. Children are learning about cultures and traditions, but there are few resources that reflect positive images of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff use the outside area well to initiate many kinds of physical activities including riding bikes, pushing buggies, walking along the balance beam and playing with hoops. Children gain good spatial awareness through activities such as exercising to music. They are confident in their personal care and are becoming aware of the need to stay healthy. Children are given opportunities to develop hand eye co-ordination and to manipulate fine objects. They are also learning to dress themselves.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children have access to many kinds of materials and media on a regular basis to enable them to explore and experiment, such as play dough, sand and water. Children sing enthusiastically and follow the actions very well. The staff introduce several kinds of music for children to appreciate. They have regular use of the percussion instruments. The role play area is used well, especially when adults participate to support and extend the children's games.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

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- the provision of a wider range of multi-cultural resources
- the plans to formally include how activities are adapted for children of different abilities.

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.