



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 224082

DfES Number:

### INSPECTION DETAILS

Inspection Date 02/04/2003  
Inspector Name Gill Pollard

### SETTING DETAILS

Day Care Type  
Setting Name Craven Arms Playgroup  
Setting Address Craven Arms Community Centre  
Shrewsbury Road  
Craven Arms  
Shropshire  
SY7 9QQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Craven Arms Playgroup 1018514

### ORGANISATION DETAILS

Name Craven Arms Playgroup  
Address Craven Arms Community Centre  
Shrewsbury Road  
Craven Arms  
Shropshire  
SY7 9QQ

## 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

Craven Arms Pre-School operates at the Community Centre in Craven Arms. The families who use the Pre-School come from within the community.

The group is a registered charity run by a committee of parents and is registered for 20 children aged from 2 years to under 5 years. The admission policy of the group says that children may attend when they are 2 years 4 months old. The group is open 5 days a week from 09.15-12.00 noon.

The group supports children with special educational needs and there are no children learning English as an additional language.

There are 12 three year olds and no four olds receiving funding. There are three staff, two of whom have appropriate qualifications. The group has contact with a teacher mentor and has access to training courses with the Early Years Partnership.

There is a secure garden adjacent to the playroom which the children use and they also walk to the local park.

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

### **How effective is the nursery education?**

The Pre-School's educational provision is poor at present. Children are not progressing well towards the Early Learning Goals. The children find it difficult to concentrate and they are easily distracted. The lack of planning and organisation results in the children not having appropriate learning opportunities.

The new person in charge is showing good leadership and management qualities and the staff are enthusiastic to change many things within the Pre-school.

Partnership with parents is limited to an informative prospectus and parents make up the committee which runs the group. There are plans to improve partnership with parents.

### **What is being done well?**

- The children's personal, social and emotional development is generally good, the children are settled in the group and they appear happy. They are beginning to form relationships with each other and they relate well to the members of staff. Self-care skills are being developed.

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

- The staff's knowledge and understanding of the Early Learning Goals.
- The organisation, planning and management of the group and the activities provided to extend the learning of the three and four year olds and to sustain the interest and involvement of the younger children.
- Opportunities for children to develop communication skills in group situations and to develop writing skills and practise reading.
- Opportunities for developing gross motor skills.
- Opportunities to develop through creative and imaginative activities.

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

Issues from the previous report have on the whole not been addressed.

Planning of large group activities does not generally improve children's listening, but opportunities are being taken to involve children well in story telling and improve their listening skills.

Planning for teaching of numeracy lacks opportunities to solve problems.

There are insufficient opportunities for children to question why things happen and how they work. There is a new person in charge who is qualified, experienced and who shows commitment to the improvement of all aspects of the Pre-School.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They relate well to members of staff and they are making good progress in developing their self care skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children are making poor progress in communication, language and literacy. There are few opportunities for the children to practice writing in practical situations and the lack of organisation results in the children being inattentive. Reading skills are limited by the quality of materials available. Children do not communicate well with each other in group situations and do not habitually play with each other but are better in one to one situations with adults.

### MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children's progress in mathematical development is poor. They have no opportunities to talk about mathematical activities in group situations and there are insufficient resources to learn about shape, size and pattern through a range of games and activities. They enjoy number rhymes and are beginning to count in practical situations, compare similarities and differences and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in knowledge and understanding of the world has significant weaknesses. They have had insufficient opportunities to learn about features of their local environment, other peoples lives, roles and homes. They are beginning to join in discussions about the days of the week, weather and seasons and are looking at aspects of nature.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. They enjoy action rhymes and playing in the garden and the local park. Opportunities to take part in movement and music activities are limited. The children know about the importance of hygiene and why they wash their hands before eating and after going to the toilet. Gross motor skills are being developed to a limited extent in outdoor play.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Poor
Children are making poor progress in creative development. Role play, music making, painting and construction activities are restricted. There is a home corner which is equipped for the children to use but their lack of concentration inhibits the use of this area. Imaginative play is in general limited.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide and implement plans to help progression towards the Early Learning Goals for the three and four year olds.
- Develop a method of recording in order to assess children's learning and use these records to inform future planning.
- Establish boundaries and provide consistency to ensure that children's behaviour in large group situations does not hamper their opportunities to learn.
- Review resources and ensure their potential is maximised. Maintain regular checks of equipment.

*The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.*