



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110081

DfES Number: 517009

INSPECTION DETAILS

Inspection Date	19/03/2004
Inspector Name	Carol Patricia Willett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Westfields Pre-School Playgroup
Setting Address	Scout Hut Monteagle Lane Yateley Hampshire GU46 6LU

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	WESTFIELDS PRESCHOOL PLAYGROUP
Address	THE SCOUT HUT MONTEAGLE LANE YATELEY HAMPSHIRE GU46 6LU

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

Westfields Pre-School Playgroup opened around 1987. It operates from the Monteagle Scout Hut in Yateley and has use of the main hall, toilets and kitchen. The pre-school serves the local area.

There are currently 23 children from two to under five years on roll, though children do not usually attend until they are two years and nine months. This includes sixteen funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting can support children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday and 12:45 to 15:15 on Tuesday and Thursday. On Mondays, the group operates a lunch club between 11:45 and 13:15.

Four staff work with the children. All of the staff have early years qualifications to NVQ level II or III. The setting receives support 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?

Provision at Westfields Pre-school Playgroup is acceptable and of good quality. Children are making generally good progress to the early learning goals.

Teaching is generally good. Staff are friendly and caring. They form good relationships with the children and their parents. Staff have a sound knowledge of the early learning goals and planning and assessment records show clear links. However, staff do not effectively evaluate the activities and some areas of the program need developing. Staff are well deployed observing the children and moving to where their interests are. They use effective teaching strategies and good questioning techniques to ensure children make good progress. They praise and encourage the children's good behaviour.

Leadership and management is generally good. The chair and supervisor have clear roles and responsibilities. They meet together to discuss issues. Staff are encouraged to update training through the local partnership, local cluster group and in-service training. There is a good commitment to improve provision through monitoring and evaluation such as staff appraisals and regular staff meetings. Staff are well deployed and work well as a team offering each other good support.

Partnership with parents is very good. Parents have a positive regard for the staff and the provision. Most parents feel well informed about their children's progress. They share information informally on a daily basis and at planned annual meetings to ensure they meet children's needs. They are developing opportunities for parents to contribute to children's assessment records. Parents receive suitable information about the preschool via newsletters and the notice board. Parents are an important part of preschool forming a committee to support the staff and help on a voluntary rota.

What is being done well?

- Children have good personal, social and emotional skills. They are happy and confident, and well behaved with staff praising and reinforcing good behaviour.
- Children enjoy interesting resources such as the Ooky Spooky game to develop and reinforce mathematical concepts and counting and number recognition.
- Children enjoy lively sessions with musical instruments where they learn to play loud, quiet, fast, and slow watching for clues from the staff. They have good fun at the baker's shop where they buy and sell currant buns using resources such as paper bags donated by the local supermarket.
- Staff are friendly and caring forming good relationships with the children and their parents. They have a sound knowledge of the early learning goals and

use good questioning techniques to extend children's learning.

What needs to be improved?

- activity evaluations to ensure the next steps for children's learning are identified
- planning to ensure all the stepping stones are covered including phonic awareness
- opportunities for children to use programmable toys to support learning and to learn about other cultures.

What has improved since the last inspection?

There has been generally good improvement since the last inspection. New planning sheets are in place to cover the early learning goals and to show the intended learning outcome however, the activities are not sufficiently evaluated and this is carried forward for improvement. Teaching of four year olds takes place within the nursery setting; planning and observation records show the children are making good progress in the stepping stones to the early learning goals. Children's name labels are in use for recognition at snack time and most children know their names. Some of the children can write their names on their work. There is labelling on wall displays, drawers and on toy boxes, which children find to pack away toys. Children are familiar with everyday words such as book corner.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are happy and confident and settle quickly into the routine separating readily from their carers and go to activities that interest them such as the bakers shop. They are well behaved; they are co-operative and can share and take turns when playing games like Ooky Spooky for example. Staff give lots of praise, are respectful and encourage and value children's contributions discussing with the children their homes and families.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children are confident to talk. They confidently approach adults to express their needs and ideas. They recognise their names with some children writing their names on work and at play in the bakers shop. There are limited opportunities for children to link letters and sounds and develop phonic awareness. Children enjoy looking at books handling them well, and show and read to each other. They enjoy listening to stories. Children need more opportunities to use books to locate information.

MATHEMATICAL DEVELOPMENT

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

Children can count up to ten and more, counting the number of children at registration and then select the correct number on the number chart. Staff reinforce counting throughout the session using fingers and currant buns. Children develop concepts of addition and subtraction through number songs and staff use interesting resources such as the Ooky Spooky game to develop and reinforce mathematical concepts and counting and number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children observe tadpoles change to frogs and grow sunflower seed. They make jelly and explore sand and water. Staff talk about the local supermarket; children and parents go to explore the butchery and the bakery departments. Visitors into the group such as the librarian and police develop children's understanding of the local environment. Talented parents introduce children to musical instruments. Children have limited opportunities to learn about other cultures and use programmable toys.

PHYSICAL DEVELOPMENT

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

Children use a range of equipment to develop large muscle skills including a climbing frame and top. They enjoy parachute games and jumping on the trampette. They make good use of the enclosed outside children's play area in the adjoining park. Children's manipulative skills are well developed. Some children have very good cutting skills using scissors. They use rolling pins and cutters with the play dough and hammer and nails. Children manipulate jigsaw pieces with ease and confidence.

CREATIVE DEVELOPMENT

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

Children explore colour and texture through individual and nursery rhyme collage for a wall display. They use different materials including pasta, rice, feathers and tissue and foil paper to make Easter cards, freely selecting materials to make their pictures. They enjoy painting and explore a variety of painting techniques including blow and spin painting. Children enjoy lively sessions with musical instruments where they learn control and co-ordination playing loud and quiet, fast and slow.

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

- improve activity evaluations to ensure the next steps for children's learning are identified
- develop the curriculum to ensure all the stepping stones are covered including phonic awareness
- provide opportunities for children to use programmable toys to support learning and to learn about other cultures.

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.