



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220204

DfES Number: 546997

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Kristin Hatherly

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pied Piper Pre-School
Setting Address Portacabin
Earls Barton Junior School, Broad Street
Northampton
Northamptonshire
NN6 0ND

REGISTERED PROVIDER DETAILS

Name The Committee of Pied Piper Pre School

ORGANISATION DETAILS

Name Pied Piper Pre School
Address Earls Barton Junior School
Broad Street, Earls Barton
Northampton
Northamptonshire
NN6 0ND

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

Pied Piper Pre-school has been open for over 30 years. It operates from a portacabin in the grounds of Earls Barton Junior School. It is situated in a village close to Northampton. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open during term time on Mondays to Thursdays from 9.15 am to 11.45am and 13.15 pm - 15.25 pm, and on Fridays from 9.15 am to 11.45 am only. The children have access to a secure enclosed outdoor play area.

There are currently 55 children on roll and of these, 32 receive funding for nursery education. Most of the children come from the village of Earls Barton itself, and are representative of a range of family backgrounds. The pre-school can support children with special educational needs and children who speak English as an additional language.

There are seven regular members of staff, four of whom are qualified to NVQ level three. The group is a member of the Pre-school Learning Alliance and has teacher support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Pied Piper Pre School provides nursery education which is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the early learning goals and planning is based on the six areas of learning using practical experiences and play. There is an effective system for observation and assessment. Staff provide a stimulating environment which engages the children well although opportunities are missed to extend children's thinking through relevant questioning during activities. Opportunities for children to learn the benefits of being healthy and active and for older and more able children to develop their mathematical understanding by solving simple problems are limited. Use of resources is efficiently organised, but does not always support the children's developing independence. Staff manage children's behaviour well. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language.

The leadership and management of the pre school is generally good. The pre school is managed by a committee which includes a parent representative. There are appropriate systems in place for recruitment and induction. Staff are very committed and work well together as a team. They meet regularly to review their planning and take advice from the advisory teacher from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

The partnership with parents is generally good. A range of information is available to parents so that they are aware of the Foundation stage and how the pre school operates. Parents are informed of their children's progress through an annual report and informal discussion with children's key workers. Parents report positively about the setting.

What is being done well?

- Children are confident, motivated to learn and develop a positive view of themselves as successful learners. They show an interest in the range of activities provided and take part with enthusiasm moving confidently from activity to activity.
- Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play. Good opportunities are provided for children to share books, read with enjoyment and being to understand that print carries meaning.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities including continuous access to the outside

play area.

What needs to be improved?

- opportunities for children to develop independence
- opportunities for children to learn the benefits of being healthy and active and for older children to solve simple mathematical problems
- the level of choice children have over resources to use in drawing, painting and design and making so they can express their own ideas and work imaginatively and independently
- provide more opportunities for children to extend their thinking

What has improved since the last inspection?

Good progress has been made in implementing the action plan drawn up to address the three key issues raised at the last inspection. A wide range of activities have been developed to cover children learning the sounds of the alphabet, mathematical calculations and information technology which includes extending older children to retain their interest. Children now have continuous access to the outside play area and indoor physical skills sessions are also planned into the timetable. The planning has been revised and ensures that activities are provided that cover all six areas of learning. They also identify the stepping stones to show what the children will be learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups. Children are aware of routines. They develop good relationships with staff and peers, begin to co-operate with each other and assist staff with tasks. Children respond to clear guidance and learn what is expected of them. Their confidence and self-esteem is boosted through continual praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently using language for a variety of purposes. They confidently speak in familiar groups and during role-play. Children are developing their early writing skills. Young children make marks and older children write letters of their names. They handle books independently and listen to stories attentively joining in with interest. Generally, children do not always have opportunities to independently write and draw with a variety of paper, pens and pencils.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number and count spontaneously and confidently. Some children are starting to recognise written numerals. Children discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Opportunities for older children to solve simple problems are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore how things work and why things happen using a range of resources. They learn about growth by planting bulbs and seeds. Children take part in cooking activities. They talk about past and present events in their lives. Children develop an awareness of their own and other cultures and are beginning to understand that some people may have disabilities. However, there are limited opportunities for children to develop a sense of place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop their small hand and whole body skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children explore and express their creativity using a variety of interesting materials and resources. They experiment in two and three dimensions. They respond to music and musical instruments in a variety of ways. Children make connections in their learning through a variety of role play situations which engage them well. Opportunities for children to draw and create through independently selecting their own materials and media are limited.

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 more opportunities for children to develop independence and extend their thinking
- the level of choice children have over resources to use in drawing, painting and design and making so they can express their own ideas and work imaginatively and independently
- opportunities for children to learn the benefits of being healthy and active and for older children to solve simple mathematical problems.

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.