



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 203689

DfES Number: 517995

INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Susan Elizabeth Warren

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Glebe Preschool
Setting Address	Community Centre Glebe Avenue Braintree Essex CM7 5RB

REGISTERED PROVIDER DETAILS

Name	Mrs Enid Robinson
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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

Glebe Pre-School opened in 1997. It operates from a community hall in Braintree. The Pre-School serves the local area.

There are currently 22 children from 2 to 5 years on roll. This includes 7 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The group supports children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 to 12:00 on Mondays and 09:30 to 12:30 on Tuesdays to Fridays.

Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. 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?

The provision for nursery education at Glebe Pre-School is good. It enables children to make generally good progress towards the early learning goals in all areas of development.

The quality of teaching is generally good. Staff are continuing to improve and update their knowledge of the Foundation Stage and several are currently in training. Planning generally reflects all areas of learning, some limitations on sand and water play are due to restrictions on use of the building and are not offered on a regular basis to all children. The sessions are a combination of free play and adult led activities. Children make choices and staff support without dominating the play, for example in the role play area. Staff observe children and plan the next stages of learning for their key groups; some targets set are inappropriate and not based on what children need to do next or linked to the early learning goals. Support is in place for children with special needs, including and integrating them with all activities offered. Children's behaviour is generally good; they respond to staff and are co-operative. Sessions for rising fives focus on pre-school skills such as personal care, speaking confidently in a group and exploring and investigating in depth.

Leadership and management are generally good. Staff feel supported and encouraged to attend training, demonstrating a commitment to raising standards. The ethos of the group is soundly based in learning through play and this is reflected in practice. There are plans for future development including an outside area to extend the children's learning environment.

The partnership with parents is very good. Parents have information about the setting and are encouraged to be involved with the group in different ways, for example fundraising or helping at sessions. They are regularly invited to share their child's achievements and have a daily, informal chat with staff as they collect or deliver their child.

What is being done well?

- Free flow play allows children plenty of choice and decision making. They can concentrate and persevere at self chosen tasks.
- Opportunities for creative development are good; a choice of messy activities is provided and staff enjoy joining in as children explore the materials.
- Staff teamwork ensures that sessions run smoothly; all work together to set out the room, interact with children throughout the session and tidy away at the end.

What needs to be improved?

- use of the assessment system
- use of everyday routines to develop independence for younger children.

What has improved since the last inspection?

Improvement since the last inspection has been generally good.

There were four key issues for action:

Staff's knowledge of the early learning goals for mathematical development has improved; children solve problems as they cook and use construction equipment. Older children have opportunities at snack time to give out cups, pour drinks etc. These opportunities are not extended to the younger children.

The use of questions and daily routines to challenge children has been partly addressed. Older children have opportunities to link sounds with words, to use their initiative and to develop their climbing skills on larger apparatus. Younger children use indoor climbing equipment each session.

The assessment system has been changed and staff now use a system based on the stepping stones of the early learning goals. Observations are used to record children's progress and inform what they need to do next, however, not all staff are secure in setting appropriate targets based on the stepping stones; further training is needed to improve knowledge of the Foundation Stage curriculum and the principles underpinning it.

Parents now have access to information about the early learning goals both in the welcome pack, which contains informative leaflets, and via copies of the group's current planning which are displayed inside the playroom. Details of topics are sent home each half term. Brief details of the support available to children with special needs is also available, with the full policy detailed in the operational plan.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy the free play sessions; they choose activities and persevere with them for as long as they wish. Children are confident and beginning to be able to express their feelings; they show pleasure as they complete a puzzle, picture etc. Children understand and follow basic routines fairly well, asking for help when needed. Behaviour is generally good; children are aware of the consequences of their actions. Some opportunities to develop independence are missed by staff, ie. snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language to interact with staff and each other. They discuss real and imaginary events and talk about their work. Older children learn to link sounds with letters. The book corner is inviting and comfortable, well stocked with a range of story and information books. Staff make story time fun and interactive for all. Children enjoy mark making and choose resources from the trolley. Name cards help those wishing to name their work. All children have 1:1 help to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children become familiar with numbers in everyday contexts; displays provide extra stimulus. Maths equipment is freely available and children are confident at counting; they enjoy singing number songs and action rhymes to count up and down, exploring addition and subtraction in a practical way. A current topic focuses on introducing common mathematical shapes through collage, making shape biscuits and looking at shapes in the environment. Sequencing is aided by a simple computer programme.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Older children collect specimens as they enjoy walks in the local area, ie. leaves and twigs to make a display tree. Construction kits and building blocks develop skills in designing and making; junk modelling is also featured regularly. Children learn about everyday technology using a digital camera, laptop and a computer and a programmable car is very popular. Children celebrate traditional and world festivals with food and craft activities, for example eating Chinese food with chopsticks.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Older children visit nearby fixed climbing equipment to challenge and develop skills. Indoors all children enjoy an obstacle course or practise skills with balls and hoops. They are able to negotiate space and move around the room in a controlled way. Basic hygiene routines are followed and children are aware of the effects of exercise on their bodies. Construction and using tools for crafts and playdough develop fine motor skills. Scissors, pencils and rulers help with hand-eye co-ordination.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and texture, mixing colours and freely engaging in painting, collage and a range of messy activities. They make instruments to accompany their singing and dancing. Children become engrossed in small world play with cars, dinosaurs etc. Role play with domestic or other themed props promotes sustained imaginative play. A mirror lets children check their appearance as they take dolly or dog for a walk. Cooking develops the senses along with outings in the local area.	

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

- review the format and use of the assessment system. Improve staff knowledge and understanding of the Foundation Stage to ensure that they are secure in setting appropriate targets for children and in recording their progress towards the early learning goals at all stages of their development
- review how daily routines could be organised to allow all children to develop independence and self care, for example at snack time.

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.