



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 402298

DfES Number: 524520

INSPECTION DETAILS

Inspection Date	24/11/2003
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Willow Pre-School Playgroup
Setting Address	King George V Pavilion Blackthorne Road Canvey Island Essex SS8 7BJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Willow Pre-School Playgroup Committee 1035047
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ORGANISATION DETAILS

Name	Willow Pre-School Playgroup Committee
Address	Blackthorne Road Canvey Island Essex SS8 7BJ

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

Willow Pre-school opened in 1984. It operates from a large hall in King George V Pavilion on Canvey Island. The Willow Pre-school mainly serves the local area.

There are currently 30 children from two to five years on roll. This includes ten funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of 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 09:30 until 12:00.

Eight part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher 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 Willow Pre-school is good. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Staff talk, question and listen to children and support them in their activities including role play. They often take their lead from the children and use opportunities to extend the children's ideas. Staff know the children well and record observations for the progress records which are then used in planning further activities. However, children are all grouped together in each session with children as young as two years and there is little challenge for the more able children. Written plans do not link directly into the stepping stones or the early learning goals and evaluations do not cover activities in all six areas of learning. There are systems in place to help support children with special needs and who have English as an additional language.

The supervisor works with the committee to ensure effective leadership and management. Both the supervisor and committee chair are enthusiastic and committed to improving the care and education of children. The supervisor is responsible for the day to day running of the session and advises staff, encourages training and liaises with the Pre-School Learning Alliance. She also seeks some advice from the Early Years Development and Childcare Partnership.

Staff are beginning to develop good relationships with parents. Parents are given brief information about the setting in general and are kept informed of their child's progress verbally. They are offered their child's records to take home at the end of their child's involvement in the group. There are currently no written reports or open days for parents and little information relating to the curriculum and activities is provided.

What is being done well?

- The role play area offers children the chance to build on what they already know and use their imagination well. Staff use props including persona dolls to provide a post office or clinic for example and a member of staff is involved to support the children in their play and extend their learning.
- Although the group does not have daily use of an outside area, physical play activities are provided regularly. These vary from using smaller equipment such as balls and beanbags to larger apparatus such as a roundabout and tunnel.
- Staff are good at listening to children and asking the right questions to sustain their interest. Children are confident with the staff and able to talk to them regularly on a one to one basis or in small groups.

- Children enjoy learning simple calculation. In circle time, children wear tabards with removable pictures on the front. Children sing number songs such as ten green bottles or five current buns taking away one child at a time and counting those who are left.

What needs to be improved?

- the planning to ensure that the activities link clearly to the stepping stones and the early learning goals and offer challenges for more able children
- the provision of activities to help children move towards the early learning goals in writing, understanding of information and communication technology and weight and capacity (space).
- the frequency and quality of information given to parents regarding the curriculum, activities and the progress their child is making

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. The group has improved the opportunities for children to learn about letters and sounds, and patterns in words and syllables. Staff have attended maths workshops and improved their knowledge in providing suitable activities to help children understand mathematical concepts. Staff have improved the provision of music, dance and the exploration of texture and colour. Planning is more detailed and some activities are evaluated well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing independence and undertake some appropriate tasks for themselves e.g. helping themselves to drinking water from a dispenser. They give out name cards, take their own cups and plates and choose where to sit for their snack. Children understand the needs of others with support, can stand up for themselves and behaviour is good. Children are becoming aware of similarities and differences and understand that people have different celebrations throughout the year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their language skills, can speak to others about their needs and are good at listening in small groups. They are beginning to build up their vocabulary and use language in their play. There are some opportunities for mark making during play and writing tools are always available. However, there are missed opportunities to practice writing skills and few planned activities to help children to write for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show interest in numbers as labels and for counting and some children use number language spontaneously in their play. They particularly enjoy acting out number rhymes to help them understand simple calculation. Children learn about shapes, know the names and can match shapes in their environment. There are some planned activities for children to use measuring, to compare length and height but fewer opportunities are planned for children to learn about weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about their local environment, for example, by going out to buy stamps and post letters and to visit the school and the farm. They learn about the lives of people around them and have visitors from the Police and the Fire Brigade. Children have opportunities to investigate and explore man-made things as well as natural materials. However, there is little planning for children to develop their interest and learn about information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to develop their physical skills. They can balance, throw and climb using large and small equipment. Children move spontaneously in the available space, can negotiate obstacles, adjust speed and change direction. Children are developing very good hand to eye co-ordination through the use of small equipment for threading, cutting and using tools in construction. Children show an awareness of their own needs regarding eating, drinking and hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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There are frequent planned opportunities for children to express their own ideas through art and craft. Materials, media and tools are provided daily for children to use for drawing, painting and collage. Children enjoy combining materials, mixing colours and using different paint effects. Children are encouraged in their imagination and role play through planned activities and with staff support. Children are able to make suggestions and develop their ideas.

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

- develop planning so that the activities link clearly to the stepping stones and the early learning goals and offer challenges for more able children
- provide activities to help children move towards the early learning goals in writing, understanding of information and communication technology and weight and capacity
- increase the frequency and detail of the information given to parents regarding the curriculum, activities and the progress their child is making

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.