



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY236248

DfES Number: 518528

INSPECTION DETAILS

Inspection Date	01/12/2004
Inspector Name	Marilyn Ashley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lane Pre School Playgroup
Setting Address	Burnlee Road Holmfirth HD9 2LE

REGISTERED PROVIDER DETAILS

Name	The Committee of Lane Pre School Playgroup 1028211
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ORGANISATION DETAILS

Name	Lane Pre School Playgroup
Address	134 Huddersfield Road Holmfirth West Yorkshire HD9 3AS

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

Lane Pre-school re-opened in 2001 and is known as The Cabin. It operates in a single storey building within the grounds of Upperthong Junior and Infant school, Holmfirth. There is a large playroom that is sectioned off to provide areas for a variety of activities. A kitchen, store room, toilets, and facilities for the disabled are available. There is an enclosed area for outdoor play. The pre-school opens from 09:15 until 11:45, and from 12:30 until 15:00, from Monday to Friday during school term time.

A maximum of 24 children aged two to five years may attend at any one time. There are currently 64 children on roll, of whom 22 receive funding for nursery education. The pre-school supports children with special needs.

The pre-school is managed by a voluntary committee of parents. There is a staff member who is responsible for the day to day care and education, and a team of eight other staff members who work on a rota basis. All staff hold or are working towards an appropriate early years qualification.

The pre-school receives advisory teacher support from the Early Years Childcare Partnership (EYDCP) and is affiliated to the Pre- School Learning Alliance.

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

How effective is the nursery education?

Lane Pre-School Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in their physical, personal, social and emotional development as provision is well planned.

The quality of teaching is generally good. The staff provide an interesting, well organised learning environment that fosters children's developing independence. They use the outdoor area throughout the session. They manage the children well, form good relationships with them and are sensitive to their needs. Staff plan interesting activities linked to the stepping stones, but these do not always challenge the more able, particularly in aspects of literacy and mathematics. Staff include children with special needs in all activities and are responsive to their individual needs. They encourage children's learning and development, are well deployed and use their time effectively. Staff observe and record children's learning, using the stepping stones, but this is not always used effectively, when forward planning to ensure children's individual progress and the challenge of the more able.

Leadership and management is generally good and in some aspects very good. The leader is organised and supportive of the staff. The strong committee support the staff team who are committed to their professional development and to providing high quality nursery education. However the systems for monitoring the quality of teaching, including planning and progress of children towards the early learning goals is not yet fully effective.

Partnership with parents is generally good. Staff form good relationships with parents, respond to their needs and keep them well informed on the setting and its provision. Information on children's progress is shared informally, but parents understanding of the stepping stones limits their involvement in their children's learning and the records of achievement.

What is being done well?

- Staff form good relationships with the children. They are sensitive to their needs, value them as individuals and are supportive of their learning. Staff encourage good behaviour and children respond well.
- Children with special educational needs are included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents and carers and outside agencies to ensure children develop to their full potential.
- Good relationships are fostered with parents and carers. Staff are supportive of their needs and parents speak positively of the setting and the importance of working in partnership.

- Children's personal, social and emotional development is promoted very effectively. Children are confident, independent and motivated to learn.

What needs to be improved?

- the opportunities for children, particularly the more able, to develop their emergent writing skills and to link sounds to letters
- the representation of numbers in play activities
- the observation, assessment and recording of children's learning linked to the stepping stones and early learning goals
- parents' understanding of the Foundation Stage in practice and their involvement in their children's learning and records of achievement.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to try new activities and are becoming independent. They concentrate, persevere well and are motivated to learn. Their self esteem is built by sensitive staff who value them as individuals. Children are encouraged to be polite, behave appropriately, to be sensitive to the needs of others and respond well. Children take care of their own needs, such as washing their hands and confidently select their own resources in child initiated play. They take turns and share fairly.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy stories and rhymes, particularly those with interesting props, and join in enthusiastically. They handle books carefully and use them for pleasure and information. Children have good opportunities to write for a purpose in everyday play such as in the shop. Children talk readily and interact well with adults and each other. Some children can write their names, but opportunities for the more able to extend their emergent writing skills and link sounds to letters are insufficient.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes and songs, e.g. the Flying Saucers and a good variety of resources enable them to explore numbers. They count reliably to 5 and some beyond. Children explore and recognise shapes in construction and puzzles. They compare size, quantity and solve problems through interesting activities such as the Three Bears and sharing a birthday party. There are, however, insufficient opportunities for the more able to represent numbers in play situations, both indoors and outside.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore objects e.g. binoculars, magnets and magnifiers, supported by books for information and use the computer with increasing confidence. Children build and join a range of materials with skill. They find out about themselves and their families. They explore the local area regularly and enjoy visits and visitors to support interesting themes. Children are becoming aware of other cultures and beliefs. Opportunities for the more able to record their experiences are insufficient.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children climb and balance with increasing control, They play interesting games, move safely and show consideration for others. Children use a wide range of small and large equipment with increasing skill and control and handle tools and malleable materials confidently. They talk about staying healthy and are aware of the need for hygiene. The outdoor area is available throughout the session.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children develop their imagination in role play, such as the pirate ship and the stable and through the use of interesting props and stories. They explore music, rhythm and sound through a range of instruments and movement activities. A wide range of materials and objects enable children to express themselves freely. They respond to experiences, such as feely bags, using all their senses. Opportunities for the more able to express their ideas and experiences are not exploited sufficiently.	
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

- further develop the observation, assessment and recording of children's learning, linked to the stepping stones and early learning goals, to inform future planning and to ensure the progress of all children and the challenge of the more able
- increase parents' understanding of the Foundation Stage curriculum in practice, and their involvement in their children's learning and records of achievement
- further extend the opportunities for the more able children to express their ideas, develop their emergent writing skills and representation of numbers in everyday play activities.

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.