



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400381

DfES Number: 518815

INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Jean Evans

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Easingwold Pre School Playgroup
Setting Address	Methodist School Room, Methodist Church Chapel Street, Easingwold York North Yorkshire YO61 3AE

REGISTERED PROVIDER DETAILS

Name	The Committee of Easingwold Pre School Playgroup
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ORGANISATION DETAILS

Name	Easingwold Pre School Playgroup
Address	Methodist School Room, Methodist Church Chapel Street, Easingwold York North Yorkshire YO61 3AE

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

Easingwold Pre-school Playgroup is a committee run charitable organisation that has been running for over 30 years in the Methodist School room in the North Yorkshire market town of Easingwold.

The children attending come from Easingwold and the surrounding villages, and there are strong links with the church, the local school and the local community. The group has use of a cloakroom area, toilets and kitchen, and an enclosed outdoor play area.

The pre-school operates for 10 sessions a week, from 09:15 until 11.45 and from 12.45 until 15:15. Two afternoon sessions are provided specifically for the 'rising fives' children.

There are currently 15 children aged 3 years and 4 children aged 4 years attending, who are in receipt of nursery funding. None of the children currently attending has special educational needs and there are no children for whom English is an additional language.

Six members of staff work with the funded children. They all have an appropriate qualification in the care and education of young children, or are working towards such a qualification.

As a member of the North Yorkshire Early Years and Childcare Partnership the pre-school has the support of a qualified teacher. The pre-school is also a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

Easingwold Pre-school Playgroup is of good quality overall and children are making very good progress towards the early learning goals for personal, social and emotional development; communication, language and literacy and creative development. They are making generally good progress in the remaining areas of learning.

The quality of teaching is generally good with some very good aspects. Staff challenge four-year-olds well, particularly during the 'rising fives' sessions in the afternoon, and use appropriate methods to help children's progress in developing social, creative and communication skills. They manage sessions well and have high expectations for behaviour. Good use is made of time to ensure that children enjoy a variety of learning experiences. However, the planning and assessment systems do not cover all stepping stones and are not linked effectively to ensure that children progress towards the early learning goals at their own pace in every aspect of the curriculum.

Overall, leadership and management is generally good. The new supervisor has quickly establishing a strong leadership role, and all staff are very committed to improving the care and education of the children. However, the monitoring and evaluation systems do not cover all aspects of provision, and strengths and weaknesses are not assessed effectively. This leads to gaps, for example, in staff knowledge about planning and assessment and the links between them.

There is a very good strong partnership with parents in this community run group, with good opportunities to be involved at committee level. Parents are given good information about the setting, for example, through regular newsletters and daily verbal exchanges. Attractive displays explain the Foundation Stage curriculum clearly. Parents are very involved with their own children's learning, regularly helping and making interesting contributions.

What is being done well?

- There are high expectations for children's personal, social and emotional development, particularly with regard to attitudes, confidence, relationships and behaviour.
- There is effective emphasis on the development of speaking, listening and early reading skills.
- The challenge for four-year-olds is very good, particularly in the 'rising five' sessions.
- There is a strong partnership with parents and the pre-school is a valued community resource.

- There is appropriate management of time to ensure that children enjoy a range of learning experiences.

What needs to be improved?

- The planning and assessment systems, to ensure that all stepping stones are included.
- The opportunities for children to use technology to support their learning and to know about other cultures and beliefs.
- The opportunities for children to solve simple mathematical problems during the morning sessions.
- The development of children's awareness of a healthy lifestyle.
- The monitoring and evaluation of provision to ensure that all aspects are covered.

What has improved since the last inspection?

The improvements since last inspection have been generally good. At the last inspection the setting was asked to maintain good practice and high standards in all aspects of provision, and to develop the assessment system further to cover all early learning goals. Development has been a continual process with regular training and improvement of resources. However, the assessment system still needs to be improved and support with this is being given by a qualified teacher from the North Yorkshire Early Years and Childcare Partnership.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested, excited and motivated to learn and enjoy the stimulating activities planned for them. They are very confident and outgoing, responding eagerly to experiences by showing a range of feelings. They are forming good relationships, with four-year-olds enjoying close friendships and supporting their younger friends well. They share, take turns and are sensitive to the needs of others. High emphasis on good behaviour ensures that children are aware of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children listen attentively and respond eagerly to stories, rhymes and songs. They use language effectively to express their imaginations and discuss their ideas and feelings, particularly during role-play when they make up their own stories, as well as voices for the characters they invent. The children are developing a love of books and frequently ask for stories to be read. They use books effectively to locate information, for example, as they discover more about the signs of spring.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children use number names with understanding in familiar contexts such as snack time and free play, and during adult-led activities. They are becoming aware of addition and subtraction through practical activities, for example, as they add together the number of adults and children attending. However, during the morning session insufficient emphasis is placed on encouraging children to solve mathematical problems practically, through adult-led and child chosen activities and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children explore and investigate interesting objects and materials, and discuss their observations eagerly. They build and construct with a wide range of resources, and are able to select what they need for their chosen tasks. They are learning more about past and present events in their lives through effective discussion and well-planned activities. However, there are insufficient opportunities for children to use technology to support learning and to know about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children move confidently and imaginatively. They demonstrate good control and co-ordination on larger apparatus and a keen awareness of space. They handle a range of tools, objects and materials, safely and with increasing control. However, there are insufficient opportunities to develop an understanding of a healthy lifestyle and of bodily changes after exercise. Planning does not ensure effective use of the outdoor area to promote all aspects of physical development progressively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children explore a wide range of media and materials, and use these effectively to express their thoughts in both two and three dimensions. They enjoyed covering collage trees with tissue blossom and creating highly individual spring pictures. They explore through their senses, observing natural and made objects, smelling and tasting new foods and touching interesting textures. They eagerly express their creative ideas and feelings through imaginative play, music, stories, art and design.

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 the planning and assessment cycle to ensure that all stepping stones towards the early learning goals are included, and that assessment is used to inform planning of the needs of individuals. Pay particular attention to those aspects where weaknesses occur at present; solving mathematical problems, using technology to support learning, developing a knowledge of other cultures and beliefs, and an awareness of a healthy lifestyle.
- Ensure that all aspects of provision are monitored and evaluated effectively.

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.