



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141805

DfES Number: 519794

INSPECTION DETAILS

Inspection Date 23/02/2005
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Stantonfields Pre-School Playgroup
Setting Address Wood End First School
Redbridge, Stantonbury
Milton Keynes
Buckinghamshire
MK14 6BB

REGISTERED PROVIDER DETAILS

Name The Committee of Stantonfields Pre-School Playgroup

ORGANISATION DETAILS

Name Stantonfields Pre-School Playgroup
Address Wood End First School
Redbridge, Statonbury
Milton Keynes
MK14 6BB

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

Stantonfields Pre-School Playgroup opened in 1996. It operates from two rooms within the main building of Wood End First School in Stantonbury, Milton Keynes. A maximum of 32 children may attend the pre-school at any one time. The group is open each weekday from 09.00 to 11.30 and 13.30 to 16.00.

There are currently 57 children aged from 2 to under 5 years on roll. Of these, 50 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school currently supports a number of children who have special needs and who speak English as an additional language.

The pre-school employs seven staff. Two have level 3 qualifications in early years and three are undertaking level 2 training.

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

How effective is the nursery education?

Stantonfields Pre-School Playgroup provides high quality nursery education, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of the early learning goals and the Foundation Stage stepping stones. Plans cover all areas and aspects of learning and staff use effective methods to encourage children's learning, providing practical activities that engage children's interest. They support children well and use time in activities to re-enforce a range of differing aspects of learning. The more able children are challenged and staff question all children to make them think. However, there are limited resources available to enable children to extend skills in examining and investigating objects. They offer good support to those who speak English as an additional language and have good procedures in place to work with children who have special needs. All staff manage children's behaviour well, offering consistent, clear guidelines. Regular observations of children's attainment are made, which inform the planning of activities, but do not clearly indicate children's ongoing progress.

The leadership and management of the pre-school are very good. Staff meet regularly to plan the curriculum and share roles and responsibilities, working well as a team. They follow a clear operational plan. Staff set learning intentions for focused activities and evaluate them, and the provision, regularly. There is close liaison with other professionals to maximise children's learning. Staff undertake training and make changes to ensure the provision is improved.

Partnership with parents is very good. They receive good information about the provision and activities offered via regular newsletters and a notice board. Parents are given feedback regarding children's progress and have access to their child's records, which are passed over to parents when children leave the setting.

What is being done well?

- Staff are very good at encouraging all aspects of learning during activities. For example, they count with children the things they make from play dough, and talk about which are the bigger, grains of rice or pieces of pasta, whilst children decorate their models made from recycled material.
- Staff provide interesting and stimulating activities to extend children's knowledge. Whilst learning about Chinese New Year children make and decorate New Year envelopes, practise writing Chinese letters and make masks which represent the animals associated with Chinese culture.
- Children's social behaviour is developed through well-organised and managed routines. Children help each other clear away, and sit attentively at circle time with staff deployed effectively to support the more energetic ones.

Group rules are re-enforced consistently and calmly, with staff lowering their voices so that children stop shouting out and begin listening carefully.

- Children's literacy skills are developed through meaningful activities. A post office role play area encourages them to write letters, and children write invitations to their teddy bears picnic. A selection of story sacks is easily accessible to children, which contain puppets to enable children to re-enact the story as it is told.
- Mathematical skills are re-enforced regularly. Children learn basic calculation through number songs, working out how many currant buns or speckled frogs are left in the line and they produce patterns from shapes using the computer.
- Parents are encouraged to be involved with their children's learning. They are kept informed of activities that take place and support children to bring items for the interest table. They are invited to regular meetings to discuss their child's progress and can speak to staff at any session.

What needs to be improved?

- resources to enable children to examine and investigate objects more closely
- recording of children's achievement so that ongoing progress can be clearly identified through the Foundation Stage stepping stones

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced effective measures to provide more opportunities for children to enjoy dancing and an awareness of their own cultures and those of other people, to improve the teaching of the shapes and sounds of letters and to develop the partnership with parents, which were raised as key issues in the previous inspection report.

Staff provide children with a variety of musical activities and they now plan different activities to raise children's awareness of differing cultures. For example, whilst learning about Chinese New Year the children also practise a Chinese dragon dance. As a result, children have opportunities to experience and enjoy dance and they are gaining a greater awareness of their own cultures and traditions and those of other people.

Staff take the opportunity to re-enforce phonetics regularly throughout the session. Children are confident in recognising letters by their shape and sound.

Partnership with parents has improved. Parents receive good information about the education provision and their children's progress, which enables them to be involved in their children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic about tackling activities and are eager and motivated to learn. They concentrate and persist when completing tasks such as puzzles and building models. Children show personal independence and high self esteem choosing their own resources and being proud when staff ask them to help. They are forming good relationships and behave well, understanding the need for group rules. They show care and concern for others, praising each other's achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to express ideas, extending their vocabulary and speaking confidently to others. They can recognise letters by shape and sound and pick out letters of their name on a keyboard. Children can read their name and enjoy looking at story books, handling them appropriately. They understand writing carries meaning, writing letters during role play and practising emergent writing skills, drawing circles and lines. The more able are forming letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident about counting and recognising numbers and practise regularly throughout the session. They have an understanding of basic calculation and number operation, knowing how many are left when they take some away. Children use mathematical language appropriately when discussing length, weight and position, knowing which objects are heavier or taller. They can recognise and name shapes, and recreate pattern when doing puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and investigate features of the world around them and show an awareness of their surroundings, but have access to few resources to examine objects closely. They know how to operate basic technical equipment, such as a computer and headphones, and design and create models using differing materials. Children have an understanding of time, discussing past and forthcoming events in their lives. They have a growing knowledge of their own cultural beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are gaining control and co-ordination of their bodies. They run, jump and do movement to music. They use space around them wisely, steering around obstacles and throwing snowballs accurately. Children use a range of small and large equipment with safety and skill, balancing on scooters and using a stapler to join paper. They gain knowledge of how their bodies grow and how to keep healthy through personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore colour and differing media, using imagination to make cakes and pizzas from play dough. They enjoy role-play, using a range of resources, including dressing up clothes, to extend play. Children use drawing material at each session and take part in free painting and collage activities regularly. They experience music, playing musical instruments and enjoying singing songs. They freely express emotion and are developing the use of touch, smell and sound to describe objects.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- resources to enable children to examine and investigate objects more closely
- recording of children's achievement so that ongoing progress can be clearly identified through the Foundation Stage stepping stones

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.