



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 510006

DfES Number:

### INSPECTION DETAILS

Inspection Date	14/03/2005
Inspector Name	Jacqueline Patricia Walter

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Avenues Playpen Pre-School
Setting Address	270 Victoria Avenue, Princes Avenue Hull North Humberside HU5 3DZ

### REGISTERED PROVIDER DETAILS

Name	Mrs Pat Tweddell
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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

The Avenues Playpen Pre-School has been registered since 1994. The privately owned group provides sessional care, term time only and out of school care, during term time and in some holidays. It operates from a single storey building, situated to the rear of residential accommodation in the Avenues area of Hull. The setting offers one main playroom with an adjoining room for supervised activities and has two enclosed outdoor play areas. A maximum of thirty children may attend the pre-school at any one time. The pre-school is open each week day from 08:00 to 12:00 and 13:00 to 16:00 hours.

There are currently fifty-eight children aged from two to five years on roll, of these, fifty-six children receive funding for nursery education. Children attend from the surrounding areas. The pre-school currently supports children with special educational needs.

The pre-school employs seven staff. The majority of staff hold appropriate early years qualifications.

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

### How effective is the nursery education?

The Avenues Playpen Pre-School offers overall, generally good provision for children. Children make very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development. They make generally good progress in all other areas.

The quality of teaching is generally good. Staff have sufficient understanding of how children learn and translate this effectively into practice in most areas of learning. They provide a stimulating range of activities, however planning does not show how children's skills can be extended and activities adapted or how the basic provision promotes children's learning and not all the planning reflects clear learning intentions. Staff have very good relationships with children and behaviour is fostered appropriately. They are very proactive and successfully meet the special needs of children. They regularly assess children's progress however, methods and records are not systematic and some are not informative or include the next steps in learning.

The leadership and management is generally good. The staff are aware of the aims of the setting and these are achieved in practice. Staff know what is expected of them and how children are to be cared for. There is a strong team spirit and they show a commitment to improving the care and education through the welcoming and implementing of advice from the local authority mentor. There are limited systems in place to regularly monitor and evaluate the strengths and weakness of teaching and children's learning.

There are very good partnerships in place with parents. Clear information is provided on the setting and staff take very good account of the needs of parents to help them understand the Foundation Stage. Parents are encouraged to be involved and share their expertise in their children's learning. Informal and formal methods keep parents aware of children's progress.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are forming very good relationships with both staff and peers. They are able to work on their own and in small groups and are confident and motivated to learn and behaviour is very good.
- Staff are very proactive in regards to meeting children's individual and special needs. They work effectively with parents and other professionals and provide one to one support when required. Which successfully promotes the children's development and progress.
- Children use mathematical language well to describe solid and flat shapes, for example, children state to staff that fruits are either sphere and cylinder

shapes during a focus activity without prompting from staff. They confidently used positional and measurement language during their free play. For example, one child corrected staff and indicated the tunnel went under the sand not through it.

- Staff provide good opportunities for children to explore texture, colour and shape in two and three dimensions. For example, children are encouraged to handle and explore a variety of fruit and vegetables using their senses. They are confident in expressing their findings and preferences and more able children are accurately able to record their observations.

### **What needs to be improved?**

- the planning, to show how children's skills and understanding can be extended and activities adapted to challenge children who learn at different rates. How basic provision promotes children's learning and to ensure all planning reflects clear learning intentions
- the assessment system, to ensure it is systematic, suitably informative and includes the next steps in learning
- opportunities for more able children to read familiar words such as their names
- opportunities for children to increase understanding of numbers by exploring and handling numbers and seeing numbers as labels in their environment
- opportunities for children to recognise changes to their bodies, when they are active
- the monitoring and evaluation of teaching practice.

### **What has improved since the last inspection?**

Generally good progress has been made when tackling the previously raised key issues. These required planning to reflect learning outcomes from all the activities offered. Staff to provide activities for children to discover how things work and be able to cut, join fold and build, and opportunities to be provided for staff and parents to discuss children's progress and attainment and contribute to play plans.

There was no action plan available reflecting any of the key issues raised however, staff discussion and documentation demonstrates staff have now altered their planning to reflect the early learning goals and the short term focus activities identify the intended learning. The planning provided does not show how basic provision promotes children's learning. Staff have set up a workshop area which is easily accessible to children. This includes materials and equipment to allow children to develop skills in cutting folding and joining. It is noted that children confidently and frequently use this area. Staff have introduced open days/evenings with parents. These allow a more focussed time for parents and staff to share information on children's progression and attainment. There is no evidence of any of these developments being evaluated or reviewed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children settle very well, they are independent and can work in groups. They are able to share, take turns and are developing a good understanding of what is right and wrong. Children play harmoniously and build very good relationships with staff and peers. They are interested and motivated to learn. Some children can concentrate for fairly long periods and behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and negotiate with peers and staff confidently, they are able to listen and respond enthusiastically to songs, rhymes and stories. They use language well to explore real experiences, ideas and feelings. They show an interest and know how to use books. Some four-year-olds are able to write their names and have a knowledge of some phonic sounds. There are limited opportunities for more able children to begin to recognise familiar words such as their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to use mathematical language very well to describe and compare position, shape, size and quantity. They are developing an understanding of simple subtraction through number songs and rhymes and some four-year-olds are noticing and talking about patterns. Children can count confidently and recognise numerals up to five. There are limited opportunities for children to see numbers as labels in the environment and increase understanding by spontaneously exploring and handling them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to find out and investigate living things, objects and events they observe, using their senses. They are developing good skills in designing and making, and are finding out and able to confidently talk about, their environment and about past and present experiences. The children are developing awareness of every day technology such as cash registers and calculators. They are able to switch equipment, such as tape records on and off and are developing skills with computers.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently and with pleasure. They are able to easily adjust their speed and change direction to avoid obstacles. They are able to use a range of small and large equipment and are developing skills, control and co-ordination. They are developing a good awareness of the importance of staying healthy. There are however, limited opportunities for children to recognise changes that happen to their body.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are able to successfully explore colour, shape and texture and are able to differentiate some colours. They confidently explore experiences using a wide range of senses and are able to express preference. They are able to sing simple songs and rhymes from memory and confidently and enthusiastically match movement to sound in child initiated activities. They use their imagination well in all areas of the setting, with four-year-olds introducing story lines into their play.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## 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 to show how children's skills and understanding can be extended and activities adapted to challenge children who learn at different rates. How basic provision promotes children learning and all planning reflects clear learning intentions
- develop the assessment system, to ensure it is systematic, suitably informative and includes the next steps in learning
- provide opportunities for more able children to read familiar words such as their names
- provide opportunities for children to increase understanding of numbers by exploring and handling numbers and seeing numbers as labels in their environment
- provide opportunities for children to recognise changes to their bodies, when they are active
- introduce a system for the monitoring and evaluation of teaching practice.

*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.*