



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119764

DfES Number: 515549

INSPECTION DETAILS

Inspection Date 13/02/2004
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Love Lane Pre-School
Setting Address Love Lane
Cowes
Isle of Wight
PO31 7ET

REGISTERED PROVIDER DETAILS

Name The Committee of Little Love Lane Pre-School

ORGANISATION DETAILS

Name Little Love Lane Pre-School
Address Love Lane CP School
Love Lane
Cowes
Isle of Wight
PO31 7ET

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

Little Love Lane pre-school opened in 1997.

It is a management committee owned pre-school and operates from a separate annexe, which is situated adjacent to Love Lane County Primary school, which is in the Cowes area of the Isle of Wight. The pre-school have sole use of a fully enclosed out door play area.

Little Love Lane pre-school provides care for children from birth to under, eight years of age. Children are able to attend from all areas of the Island.

Little Love Lane provides full day care and children may attend a variety of sessions.

A breakfast club operates from 08:00 to 09:00. Pre-school sessions operate from 09:00 to 11:30 and 12:30 to 15:00. Lunch care is provided from 11:30 to 12:30. The after school club operates from 15:00 to 18:00. All are open Monday to Friday term time only.

A holiday club operates from 08:00 to 18:00 Monday to Friday during school holidays, and children may attend all or part of the day. The holiday club does not open on bank holidays or for two weeks over the Christmas holiday period.

Little Love Lane pre-school provides care for children with special needs and would support children who speak English as an additional language.

They are eligible to accept nursery educationally funded three and four year olds.

There are, 15 staff, who work with the children, most have relevant early years qualifications and experience. Members of staff regularly attend training programmes to further develop their knowledge in childcare.

At the time of inspection there are 74 children on the registers, of these 42 are nursery educationally funded, 32 are 3 years old and 10 are 4 years old.

Little Love Lane Pre-school, receives guidance and support from the reception class teacher of Love Lane County Primary school. They are members of the Pre-school

Learning Alliance and receive support visits from the development worker of this organisation.

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 Little Love Lane Pre-school is acceptable and of good quality. Children are making very good progress towards the early learning goals in their knowledge and understanding of the world, physical and creative development and generally good progress in all other areas.

The overall quality of teaching is generally good. Staff have a secure knowledge and understanding of the stepping stones and the early learning goals. The organisation and layout of resources within the pre-school encourages the children to become independent. The children are supported in all areas of their learning through a wide range of exciting practical activities. The organisation of large group activities, does not always meet the needs of individual children. Staff assess children's progress through observation, these assessments are then used to plan the children's next steps in their development and learning in all areas.

Support for children with special needs is generally good, a member of staff is responsible for co-ordinating and monitoring the children's progress.

The leadership and management of the pre-school is very good. A management committee have responsibility for the pre-school but leave the day to day running to the manager. Both work very closely together. All staff work well together as a team, and attend training on a regular basis. The procedures to support and appraise staff are effective in identifying training needs. There are good procedures in place to assess and monitor the provision ensuring that the group are constantly looking towards improving.

The partnership with parents is very good. Parents are kept well informed of their child's progress they are able have regular meetings and discussions with the staff.

What is being done well?

- Children are motivated to learn in all areas of their development, through a wide range of well planned practical activities which are exciting, stimulating, interesting and linked to a theme or topic.
- The leadership and management of the pre-school is very good. The committee, manager and staff work well together as a team and support one another. They monitor the provision for nursery education on a regular basis and take action on areas identified as having a weakness.
- This has a positive impact on improving and supporting the children's learning and development in all areas.
- The partnership with parents is very good. Staff encourage parents to be involved with their children's learning. Topic / theme activity sheets provide details and guidance of some activities they may like to do at home with their

children to support and help them make progress in all areas of their development.

What needs to be improved?

- The organisation of large group activities to ensure all children are fully involved.

What has improved since the last inspection?

The pre-school have made very good progress since their last inspection in response to a point for consideration raised.

An effective monitoring system is now in place which identifies further ways in which the educational programme can be improved, for example a recent review identified that the free play session for children was too adult directed in the activities which were made available, children now have the opportunity to select their own activities which encourages them to become independent.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show a positive approach to new experiences and they get actively involved in activities of their own choice. Children confidently link up with members of staff for support when needed and they form good relationships with the staff and other children. Children's behaviour is generally good. Children have some opportunities throughout the session to develop their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enjoy talking about their possessions and what they are doing. They enjoy having stories read to them and most children are able to fully participate when a story is read to a large group. They know how to handle books and show an interest in the illustrations and print. They practice their writing skills during various activities and some children are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children join in singing number rhymes and play matching number games. They willingly count during their play for example counting the spoonfuls of mixture during cooking. They learn about various shapes and sizes and are able to make comparisons of which is smaller, larger, tallest, shortest. They use shapes to make things for example a house with square windows. Children have some opportunities to develop their understanding of number and calculation throughout the session.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in learning about living things and other cultures through the wide range of topics/ themes they study, for example pets and Chinese new year. They enjoy looking at how things change for example growing beans and how egg whites become frothy when whisked. They are able to use a computer with confidence and have access to a range of everyday technology items for example mobile phones, a telephone box and various programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy moving their bodies to music. They show an increasing awareness of others and are able to skilfully manoeuvre their bikes and scooters when riding outdoors. They use a range of one handed tools and equipment which require hand and eye co-ordination skills for example pencils, pens, scissors and glue sticks. They explore malleable materials by rolling, patting and twisting for example when playing with play dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy using their imaginative and creative skills during a wide range of activities. They enjoy making their own designs and expressing their own thoughts on paper. They explore what happens to colours when mixed and learn that different media can be combined for example oil and water. They are able to enjoy and experience a range of role play situations which link to themes or topics, for example Noah's ark children are able to dress up as animals.

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

- Organise large group activities, for example story time and snack time, to ensure individual children are fully engaged.

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.