



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 218186

DfES Number: 517673

INSPECTION DETAILS

Inspection Date 11/01/2005
Inspector Name Elaine Poulton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Longdon Pre-School
Setting Address Longdon Village Hall
 Brook End
 Longdon
 Staffs
 WS15 4PT

REGISTERED PROVIDER DETAILS

Name The Committee of Longdon Pre-School Group Committee

ORGANISATION DETAILS

Name Longdon Pre-School Group Committee
Address Longdon Village Hall
 Brook End
 Longdon
 Staffs
 WS15 4PT

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

Longdon Pre-school opened in 1987. It operates from Longdon Village Hall in Longdon. The pre-school serves the local and surrounding areas.

There are currently 35 children from 2 to 5 years on roll. This includes 15 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens four days a week during school term times Sessions are from 09:15 until 11:45.

Three part time and three full time staff work with the children. Half of the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development & Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Longdon Pre-School offers good quality provision overall which helps children to make generally good progress towards the early learning goals. Very good progress is made in communication, language and literacy, mathematical and physical development, although there are significant weaknesses in creative development. Teaching is generally good. Staff have sufficient knowledge of the foundation stage and provide a varied range of practical activities which help children to learn. Planning is not fully effective and does not show how all areas of learning are accessed, appropriate grouping of children or how staff are to be deployed. Staff manage behaviour effectively and children are well behaved. They include all children and engage and support children's play and conversations very well. A very good range of resources supports children's learning well, although access to some ICT equipment is limited. Children are not sufficiently challenged to develop their own ideas during some creative activities and free choice of resources within adult led activities is sometimes limited. The current assessment system neither identifies children's progress nor informs planning of individual learning targets. There are currently no children with special educational needs attending, however there is a system in place to offer appropriate support. Leadership and management are generally good. Regular staff meetings are held, training needs are identified and staff are committed to improvement of education. Not all committee members are familiar with early years curriculum and monitoring of teaching methods is not always fully effective. The setting receives support from the Early Years Partnership to improve practice. Partnership with parents is very good. Parents exchange information regularly. They are informed of the nursery ethos and encouraged to be involved in their child's learning. Sufficient information is offered on the educational programme provided by the setting.

What is being done well?

- Staff provide good opportunities for children to develop their communication, language and literacy skills. Children are very interested and involved in the book area and handle books with care. They demonstrate good concentration skills and sit and join in well with the story-box using a selection of puppets, recalling stories, words and actions well.
- Challenges are good for children to develop their mathematical skills. Consistent encouragement by staff helps children to count confidently up to 10 and down to zero when exploring columns and towers. Staff extend children's problem solving skills when matching a number of shapes that are the same size and colour.
- Use of resources and opportunities for children to develop their physical skills are good. They participate well and enjoy active games such as 'What's the time Mr Wolf', and work well together in a large group with the settings parachute. They follow the rules well and are beginning to recognise the

healthy body concept.

- Relationships between staff and children are positive. Staff constantly involve themselves in children's play and extend children's learning with appropriate questioning.

What needs to be improved?

- staffs knowledge on the Foundation Stage and how children learn.
- challenges for children to enable them to self-select resources and to work independently within adult led activities such as, practising emergent writing skills.
- opportunities and challenges for children to respond to and express their own ideas, feelings and thoughts through creative activities.
- access to a wider range of information technology resources.
- presentation of labels, number lines and numerals in the play environment.
- more detailed information on children's assessments and progress toward the early learning goals.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are actively involved in their learning. They show good levels of concentration when listening to stories and playing group games. They cooperate well as they make tea together in the home corner and wait for their turn in the sand tub. Children behave and play well together and are forming good relationships. Children manage their self care well, although they are not always challenged to self-select resources for themselves or to work independently within adult led activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident and engage easily in conversation. They share experiences with adults and express their needs well. They handle books well, and with support a group of children are able to retell a familiar story using puppets. Children recognise their name, familiar letters in print and can link initial sounds to letters. The potential to practise emergent writing skills is not fully exploited through the use of resources.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use and understand numbers for counting well. Some children can count up to thirteen then count down to zero confidently. They recognise numbers up to five when completing number puzzles but the potential to see and use numbers in the setting is not fully exploited. Very good questioning by staff helps children to develop their problem solving skills, such as matching, sorting, measuring. Children understand and can name basic shapes well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to learn about the world in which they live. They visit the local schools pond, post office and library and learn from visitors with musical skills to share. They observe and explore features of living things and collect nature treasures from walks. Children are learning how things work, using programmable toys, but access to Information Technology resources are limited. Children learn about their own and others cultures and beliefs through discussions and activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely indoors and outdoors. They move around the furniture and equipment well and are able to stop and start safely. They take part in action games and imitate movements well. Planning and photographs show that children regularly take part in discussions on keeping their body healthy and healthy eating. They can climb, crawl and balance well. Children enjoy active running and chasing games. They use tools competently rolling, moulding and patting dough and sand.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children develop their imagination well through a range of activities such as role-play, music and dance. They explore colour and texture through dough, collage and sand and they taste different foods and fruits. Children can confidently name a wide range of colours. However, not all children are developing their creative skills fully, as some activities are often adult directed with few challenges for children to choose resources or to use their own ideas imaginatively.

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

- continue to develop staffs understanding of the Foundation Stage and how children learn, and exploit planning and assessment processes to full potential to ensure children receive a complete, well balanced early years curriculum
- develop opportunities that enable children to use their initiative and become increasingly self-sufficient in choosing and selecting activities for themselves and to work more independently in the setting
- provide more challenges and encouragement to explore, select resources and develop children's imagination through creative activities that reflect their own ideas, thoughts and feelings
- increase opportunities for children to access a wider range of information technology and programmable toys to support their learning.

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.