



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103799

DfES Number: 522272

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Jacqueline Fryer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cooling Road Playgroup
Setting Address Frindsbury Baptist Church
Cooling Road, Strood
Rochester
Kent
ME2 4RT

REGISTERED PROVIDER DETAILS

Name The Committee of Cooling Road Playgroup

ORGANISATION DETAILS

Name Cooling Road Playgroup
Address Frindsbury Baptist Church
Cooling Road
Rochester
Kent
ME2 4RT

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

Cooling Road Pre-School operates from three rooms in a church hall in Strood. The pre-school serves the local area.

The group currently supports 20 funded 3 and 4-year-olds. Children attend for a variety of sessions. The setting currently supports 1 child with special needs and could support children who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09.00 to 12.00.

Eight full time and part time staff work with the children. The setting are working towards having over half the staff with appropriate early years qualifications. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the local Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Cooling Road playgroup provision is acceptable and is of good quality. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Most staff have a basic knowledge of how children learn. Planning needs to continue to develop to include details of what children are expected to learn, staff deployment and planning for the outside. Children with special needs benefit from the high staff ratio. The staff's caring and committed attitude enhances the environment in which children play and progress. Children are able to self select some activities. They are well behaved and live up to the high expectations staff have of them. Praise and encouragement are seen to be given often. Staff are animated and clearly enjoy working with the children.

The group foster very good relationships with parents, who are welcomed into the setting to give and receive information about their child's progress. A key worker system allows parents to speak to the member of staff who has the most contact with their child. All policies are written up and shared with parents. Parents also receive information about the group and the children via newsletters, the parents' notice board and open mornings. The group are looking at working with parents to produce children's individual play plans.

Leadership and management is generally good. Since the new supervisor took over six months ago, staff have benefited from having strong and clear guidance. The staff team work hard at providing play and learning opportunities for the children. The rooms are attractively laid out and resources are changed regularly during the day. Staff show they are committed to the care and development of all children. Staff are given very good opportunities to attend training, that are willingly taken up. All staff are included in planning and their thoughts and ideas are valued.

What is being done well?

- Staff's relationships with children ensures they are confident learners, able to mix well with their peers and adults.
- Children's behaviour is good. Staff are good role models for the children, and are consistent in their approach. The children play within clear boundaries.
- Children's spoken language is developing well. They learn to communicate in pretend and real life situations.
- Ratios between children and staff are good. This allows good one to one opportunities for staff to support children with special needs.

What needs to be improved?

- staff deployment
- planning that is clear, effective and evaluative
- opportunities in IT and technology
- planning outside play opportunities
- opportunities for children to use and recognise letters of the alphabet.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident learners, interested in their peers and other adults. They generally form good relationships with those around them. Children make choices about where they play and are able to self select some resources. Children show they are familiar with the routines and have opportunities to play independently or along side their peers. The children's behaviour is generally good and they help to tidy up at the end of the sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Most children are becoming confident speakers. They communicate well with their peers and in pretend situations. Children are given some opportunities to practise mark making and writing, although older and more able children are not always sufficiently challenged. Children need to be given more opportunities to develop writing skills for a variety of purposes. Children enjoy listening to stories with adult support, but the book area is not often used by children on their own.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good ratios mean that staff are able to support children in small groups and in one to one sessions. Support for children with special needs is very good. Children use their knowledge of shape and colour to successfully complete a range of activities, such as puzzles. Staff's use of mathematical language is good. They plan some practical activities for children to understand space, shape and measure. Children have opportunities to recognise and use numbers up to ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through topics and themes, the children begin to know about their own cultures and those of others. The group looks at festivals and events and include these in their planning. Children have limited use of basic technology to enhance and support their learning. The group make good use of their local environment to support children's learning about people who help us, and by taking trips to local facilities. The children are interested in new people and keen to try new activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are given very good opportunities to develop their large motor skills. They are becoming confident in using a range of small tools and equipment. The children move confidently and safely around the tables and show they are aware of space. The space available is well laid out and appropriately used. Children have access to large physical activities daily. Discussions and topics help children to learn about their bodies and being healthy.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
The children enjoy role play and using their imaginations. Children show they are confident in acting out everyday situations with props and appropriate language. Craft activities are very adult directed. Children have limited opportunities to develop their creative abilities through sand, water, painting, art design and texture.	

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 increase staff's knowledge and understanding of the foundation stage and stepping stones.
- Develop planning, inside and outside, to show how staff will be deployed and how children will make effective progress towards the early learning goals in all six areas of the curriculum.
- Ensure children are given worthwhile opportunities to self-select activities, materials and resources.

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.