



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY244219

DfES Number: 546234

INSPECTION DETAILS

Inspection Date	06/12/2004
Inspector Name	Jill Nugent

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Greenfield Centre
Setting Address	Hurst Drive Waltham Cross Herts EN8 8DH

REGISTERED PROVIDER DETAILS

Name	The Committee of The Greenfield Centre
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ORGANISATION DETAILS

Name	The Greenfield Centre
Address	Hurst Drive Waltham Cross Hertfordshire EN8 8DH

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 Greenfield Pre-school operates from one room within the Greenfield Centre in Waltham Cross. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday for two sessions from 09.00 to 11.30 and 12.45 to 15.15 during school term time. Children have access to an enclosed outdoor play area.

The pre-school serves the local area. There are currently 71 children on roll between the ages of 2 years 9 months and 3 years 3 months. Of these, 46 children receive funding for nursery education. The setting supports a number of children who have special educational needs and also a number of children who speak English as an additional language.

There are seven staff working in the pre-school, six of whom have early years qualifications. The pre-school follows the Schema educational approach. It has been awarded the Hertfordshire Quality Standard and receives input from a qualified teacher.

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 Greenfield Pre-school is of good quality overall. Children are making very good progress towards the early learning goals in Personal, Social and Emotional Development, Communication, Language and Literacy, Physical Development and Creative Development, and generally good progress in the two other areas of learning.

The quality of teaching is generally good. Staff plan a range of activities within the six areas of learning. They make good use of all available resources, both indoors and outdoors, to stimulate children's interest. They join in with children, supporting and extending children's play. Children with special educational needs receive good individual support. Staff manage children's behaviour sensitively, promoting strategies for negotiation. They make observations of children's learning and use these to inform future planning. However, children's progress towards the early learning goals is not assessed effectively.

The leadership and management of the pre-school is generally good. The Centre manager is committed to the development of the educational provision for all children. The pre-school leader enables staff to plan and work together as a team. Staff are appraised regularly and have good access to further training. A new key-worker system has recently been set up to improve children's play experiences. However, there is insufficient monitoring and evaluation of the educational provision to assess overall coverage of the early learning goals.

The partnership with parents and carers is generally good. Staff organise home visits and parents are able to share information about their child before starting at pre-school. Parents enjoy the opportunity to view displays of photographs showing how children are learning through their play. There are not yet any formal consultations arranged for parents, although they are invited to attend an open evening to find out more about the educational provision.

What is being done well?

- Staff interact with children effectively. They are continually involved in children's play, talking with them and responding to their interests. They extend play by providing extra resources and helping to solve problems.
- Children show increasing independence and confidence. They take initiatives in selecting resources with which to express their ideas. They are confident talking to adults and ask questions in order to extend their own role play.
- Children use their imagination in art. They are developing good design skills using natural and man-made materials in different ways. They enjoy going on a 'Bear Hunt' after helping to make props.

- Children have much opportunity for outdoor play. They move freely between the pre-school room and garden during the session. They respond to sounds and music outdoors through various dance movements.

What needs to be improved?

- assessment of children's progress towards the early learning goals
- monitoring and evaluation of the educational provision overall

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and relate well to adults. They show interest in the wide range of activities on offer, selecting independently throughout the session. They are beginning to seek out others in the group to work together, for example, one child decides to make a birthday banner. Children have high levels of personal independence. They are learning to respect others and take turns. They express amazement in response to special experiences, such as decorating a Christmas tree.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently, interacting with members of staff while exploring different situations in imaginary play. They enjoy sharing books with adults. When listening to stories they like to join in with appropriate words and actions. There are many opportunities for children to practise mark making. They show increasing control and some are beginning to form letters. They are aware of writing for different purposes. They make bus tickets and write out 'prescriptions' for babies.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to count when participating in different activities, for example, counting cups filled with a cornflour mix. They show an interest in numbers associated with the time of day and are beginning to recognise numerals. They sort and name shapes and use some language to describe position. However, children are not always encouraged to extend their number skills, or their awareness of shapes and patterns, during free choice activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious to find out how things work. They investigate torches, magnets and growing seeds. They visit the school's nature area to search for minibeasts. After talking about their features, they record them in drawings. Children use various construction materials and tools to build models. They are learning to use simple information technology but have limited opportunities to access the computer. They take part in activities related to cultural events such as Diwali.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities for outdoor play using a large range of equipment. They are developing good control when climbing steps, pushing trolleys and riding bikes. They enjoy moving freely, using their bodies in different ways, and negotiate space well when travelling around the garden. Children use their hands skilfully to roll and squeeze playdoh or carefully pour spoonfuls of runny cornflour mix. They are becoming aware of changes to their bodies after taking part in exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture, for instance when making textured paper and shiny collages. They have fun exploring paint with their feet and mud with their hands. They enjoy painting and are beginning to express their own ideas in pictures. Children use their imagination in role play, dressing up and having 'parties'. They explore sounds in many different ways. They bang saucepans, record their voices and enjoy playing musical instruments while singing favourite songs.

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

- assess children's progress towards the early learning goals so that records of assessment can be used more effectively to inform planning
- extend the monitoring and evaluation of the educational provision in order to ensure a balanced coverage within the early learning goals

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.