



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 314683

DfES Number: 593956

INSPECTION DETAILS

Inspection Date	18/10/2004
Inspector Name	Jenny Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Newport Pre-School Group
Setting Address	Recreational Hall Main Road Newport East Riding of Yorkshire HU15

REGISTERED PROVIDER DETAILS

Name	The Committee of Newport Pre-School Group Committee
------	---

ORGANISATION DETAILS

Name	Newport Pre-School Group Committee
Address	Recreational Hall Main Road Newport East Riding of Yorkshire HU15

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

Newport Pre-School is situated within a rural village of East Yorkshire. It is organized by a voluntary, parent-run committee, which has served the local community for 15 years. The main pre-school activities take place in one room in the village hall, with another 2 rooms sometimes used.

The group is registered for 36 children and has 14, 3 year olds receiving education funding. Currently there are no children requiring support for special educational needs or because they have English as an additional language.

The sessions are available from Monday to Friday, between 09:15 - 11:45 during school terms. The Supervisor holds a Level 3 NVQ qualification and the other 5 staff are working towards an NVQ Level 2. The pre-school is supported by a local authority adviser and is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

AT Newport Pre-School children make limited progress towards the early learning goals, with some significant weaknesses in the provision.

Teaching has significant weaknesses. Staff have good relationships with children and with the local primary school. They have high expectations of children's behaviour, which is good. However, teaching is less effective and too little is expected of the three and four year olds. Staff provide a range of activities linked to the six areas of learning, but are unsure of the knowledge, skills, understanding and attitudes the children need to acquire. Consequently they do not make the most of activities or ask questions which challenge children to develop their own ideas or to solve problems. The organization of the sessions is poor and provides insufficient contrast of activities and groupings of children, so the time, staff and resources are not used efficiently enough to develop learning. Planning lacks detail so staff are unclear what is to be taught. Assessments do not sufficiently cover all the stepping stones and are not based on close observations of individual children. They are not linked to plans so it is not clear what should be taught next for individual children.

Leadership and management has significant weaknesses. The Supervisor has a commitment to improving her own and staff's knowledge. However, staff are not involved in much of the planning and this contributes to their lack of knowledge of what is to be taught. Activities are not evaluated regularly enough and children's progress is not sufficiently monitored so expectations of children's learning is low.

The relationship with parents is very good. They are given good quality information about the Foundation Stage and the setting, with regular newsletters. They can access children's progress records freely and attend an Open Night. They are encouraged to join in with sessions and to support their child's learning. They are made to feel welcome.

What is being done well?

- Children have a good repertoire of songs and rhymes.
- Some three year olds are learning how to use a computer well.
- Staff give high priority to supporting children's personal, social and emotional development.
- Children are learning to recognize and write their own names.

What needs to be improved?

- the planning system to ensure staff are clear about intended learning

- the organization of the sessions and the grouping of children
- staff's knowledge and understanding of the early learning goals
- assessments, to include all stepping stones and to be linked to plans

What has improved since the last inspection?

The group has made poor progress since the last inspection and both key issues form part of the key issues for this inspection. No action plan from the last inspection was available due to a change of Supervisor.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are happy in the group and relate well to each other and adults. They are learning to show concern for others less fortunate than themselves. They can express and explore their own feelings. They are interested in their own culture and celebrations but do not learn about those which are different. Children can work independently but do not help themselves sufficiently with self-care. They show some motivation to learn but organizational problems mean they sometimes lose interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
------------	------------------------

During participation in rhymes children respond with enjoyment and confidence. They are learning to value books through library and a book club. They sometimes write for a special reason, e.g. a Thank You card. They do not have opportunities to use speech for a variety of purposes, to elaborate on ideas, to talk activities through with each other, or to use language to organize their experiences. They are not building up a widening vocabulary. There are few chances to learn about letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Some children can count numbers to 10 but have too few opportunities to learn to recognize numbers. They have some chances to learn about shape, size and quantity but these are insufficient overall. Children do not learn enough about comparing two numbers, simple addition and subtraction in practical activities and to recognize and copy patterns. They do not have enough opportunities to solve mathematical problems during play or planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
------------	------------------------

Children are beginning to differentiate between past and present events. They have a few chances to investigate, compare similarities and differences in objects, show curiosity about living things and objects and to ask questions. However, these are insufficient overall and many learning opportunities are lost. Some children are confident using a mouse and when interaction with games on the computer. They do not have enough opportunities to learn about their local area and features of it.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children are learning skill and control in handling small objects and during construction activities. They negotiate space while exercising their leg muscles on wheeled toys. They are able to match the movement of different parts of the body to music. They are learning about healthy practices. Children don't have enough access to small equipment or enough chances to experiment with different ways of moving. Opportunities to learn new skills to develop bodily coordination and control are limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children learn about colour and explore textures and make 3d objects, such as box models, in art and craft. However, they are not always sure of the aim of some creative activities, which are sometimes too difficult for them. Children have a good repertoire of action rhymes and enjoy matching rhythms to songs. They do not have enough opportunity to explore and learn through their senses. They do not engage their imaginations sufficiently in role-play or when trying to describe marks on paper.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue the staff training for all areas of the Foundation Stage
- develop assessments to include all stepping stones and base them on close observations of individual children. Complete assessments regularly and systematically and link them to planning so it is clear what is to be taught
- continue to develop the planning system, giving sufficient attention to children's physical development. Link what children are expected to learn to the early learning goals. Look at the organization of the sessions and the grouping of children to support different aspects of learning.
- consider how and when the use of explanations is used to effectively support understanding and provide more open-ended questions to extend thinking. Ensure all strategies used to support children's awareness and skills are consistent.

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.