



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141825

DfES Number: 519005

INSPECTION DETAILS

Inspection Date	30/11/2004
Inspector Name	Patricia Joan Latham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Two Mile Ash Pre-School
Setting Address	The Community Annex The High Street, Two Mile Ash Milton Keynes Buckinghamshire MK8 8LH

REGISTERED PROVIDER DETAILS

Name	Two Mile Ash Playgroup Committee
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ORGANISATION DETAILS

Name	Two Mile Ash Playgroup Committee
Address	Two Mile Ash Pre-school School, The Community Annex The High Street, Two Mile Ash Milton Keynes Buckinghamshire MK8 8LH

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

Two Mile Ash Pre-School registered in 1982. It operates from the community annexe next to the local middle school in Two Mile Ash, Milton Keynes. The premises comprise of a large hall and entrance area with an enclosed outside play area. A maximum of 31 children may attend at any one time. The pre-school is open, term time only, on Monday, Wednesday and Thursday from 09.30 to 12.00 and on Tuesday and Friday from 09.15 to 11.45 and 12.30 to 14.45. An extended session is held on a Thursday during the spring term from 12.00 to 13.15, exclusively for children starting school the following September.

There are currently 44 children aged from 2 to under 5 years on roll. Of these, 33 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs eight members of staff, all with a range of relevant qualifications.

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

How effective is the nursery education?

Two Mile Ash Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have an understanding of the early learning goals and the curriculum covers all areas. However, not all aspects of creative development or literacy are fully covered. A balanced programme of structured and free play is offered, with interesting themes used to link activities. Resources are used well to encourage children to practise skills, but time is not always managed effectively in routine activities to re-enforce skills, especially in relation to counting and calculation skills. Staff record children's attainment and devise play plans for some children. However, recordings are not clearly linked into the stepping stones to enable ongoing progress to be identified across all areas. Staff question children effectively to encourage language and those with English as an additional language are supported to integrate into the group. Staff manage behaviour calmly and children are given lots of praise and encouragement.

The leadership and management of the group are generally good. Regular staff meetings are held and staff undertake relevant training. Staff are designated to specific activities and learning intentions set for focused activities. However, those aims sometimes conflict with ones identified on daily plans. This results in staff being unclear which aims are being targeted. Focused activities are evaluated but the overall provision is not evaluated effectively to ensure activities are managed well.

Partnership with parents is very good. They are given good information regarding the educational provision and receive regular newsletters and information about forthcoming activities. They are encouraged to become involved with children's learning by re-enforcing skills at home and by taking part in the daily routine of the group.

What is being done well?

- Children's language skills are encouraged and staff take every opportunity to enable children to discuss and describe events. The more able have a wide and varied vocabulary and all children are confident about discussing their ideas with others.
- Children with English as an additional language are supported well. Staff ask parents to provide a list of basic words used by their child at home so that their transition into the group is eased. Parents are also encouraged to stay and support their child during the first group activity of the day.
- The self-esteem and self-confidence of children is fostered. Children are given simple tasks to complete and all achievements are praised. Children

show pride in their accomplishments and are confident about tackling activities and asking for help when needed.

- There are many opportunities for children to extend their understanding of the passage of time. Planned activities cover the changing seasons and how they have grown since birth. Children are regularly encouraged to talk about events that have occurred in their own lives, such as what they did at the weekend or where they went on holiday.
- Parents are encouraged to take part in children's learning. Each month they are given a calendar of the activities planned so that they can prepare children and understand what they have been learning. The individual target sheets are shared with parents so that they have the opportunity to re-enforce learning at home and make comments if they wish.

What needs to be improved?

- more regular opportunities for children to practise number, counting and calculation skills, and to link the sound and shape of letters in normal daily activities, and to express their imagination through the use of musical instruments
- recording of children's attainment, linking them into the stepping stones, so that ongoing progress can clearly be identified across all areas of learning
- planning and evaluation of activities, and the overall provision, to ensure learning intentions are clearly identified and activities managed well to maximise children's learning.

What has improved since the last inspection?

Generally good progress has been made overall since the last inspection. Written plans now indicate intended learning aims for activities, but these are not always made clear for staff to follow and implement. Generally good progress has been made on recording children's attainment and key workers use this to draw up individual target plans. However, recordings do not clearly link into the stepping stones to enable staff to plan for more able children in all activities. Limited progress has been made in extending children's skills in linking the sound and shapes of letters. Very good progress has been made in extending children's understanding of the passage of time through planned activities and staff encourage children to recall and anticipate events in their lives.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are eager to do activities, concentrating and showing perseverance in finishing puzzles and pictures. They are very confident and able to complete tasks. They are willing to work with others, sharing resources and generally behaving well. Children are gaining independence choosing activities and taking responsibility for personal hygiene. They show care and concern for others helping each other in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well to communicate ideas and describe events. All children recognise their own name and practise emergent writing skills. Some are beginning to form letters correctly and write their own name, but there are missed opportunities to re-enforce or extend children's awareness of the sound and shape of letters. Children enjoy looking at books and handle them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to count and to sort by number, but there are missed opportunities to re-enforce and extend counting and number operation skills in daily activities. They can recognise and name shape and recreate pattern painting the flag of St Andrew. Children are gaining an understanding of weight and measure and are using mathematical language appropriately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and observe their surroundings, watching the changing seasons. They build and design using a variety of materials and methods and use basic technological equipment to support their learning. Children discuss past and present events in their lives and make links with the local community, making regular visits to the school nearby. Children have a growing awareness of their own and other customs and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are gaining coordination and control of their bodies and are becoming confident in climbing and jumping. They can use small and large equipment with control, riding bikes and using scissors with safety, and have an awareness of space around them. They have an understanding of how their bodies grow and the how to keep healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and texture and enjoy playing with such things as sand and cornflour. They are developing the use of their senses to distinguish objects, feeling the mixture as they make shortbread. Children enthusiastically take part in role play and use their imagination in art, song and movement. However there is limited opportunity to regularly express their imagination through the use of musical instruments.	
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

- develop the recording of children's attainment linking it clearly into the stepping stones to ensure ongoing progress can be more easily identified across all areas of learning
- ensure activity plans are written consistently, and the provision is evaluated effectively, to ensure learning intentions are met, activities managed well and a balanced programme offered especially in relation to number work, the shape and sound of letters and the regular opportunity to use musical instruments.

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.