



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 106167

DfES Number: 595908

INSPECTION DETAILS

Inspection Date 25/05/2004
Inspector Name Christine Slaney

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Orchard Pre-school Playgroup
Setting Address Lustleigh Village Hall
Lustleigh
Newton Abbot
Devon
TQ13 9TA

REGISTERED PROVIDER DETAILS

Name The Committee of The Orchard Pre-school Playgroup 1036897

ORGANISATION DETAILS

Name The Orchard Pre-school Playgroup
Address Woodland Grove
Bovey Tracey
Newton Abbot
Devon
TQ13 9LG

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 Orchard Pre-school is run by a committee of parents and belongs to the Pre-school Learning Alliance. It was established in 1984 and is normally situated at the village hall in the small rural village of Lustleigh Devon. The group has presently relocated to the scout hut in Bovey Tracy while a new village hall is built. Children have sole use of the hut during sessions.

The playgroup is registered for 26 children aged three to five, and is open for three mornings a week from 09:30 to 12:00. A lunch club is provided from 12:00 to 13:00 for rising three's and upwards. Wednesdays are run as an under-fives session, when parents attend with their younger children. Mondays and Fridays are run as a pre-school session. They are presently registered to take children from the age of two where a ratio of one to four children must be maintained. Currently nine funded three- and four-year-olds attend.

The pre-school serves the local area and some outlying districts which have a mixed economy. All of the children speak English as their first language. The pre-school supports children with identified special educational needs.

There are four regular members of staff who work with the children. Two staff have a relevant early years childcare and education qualification. One staff member is working towards an early years qualification and the other member is unqualified.

The pre-school is developing links with the Early Years Advisory Teacher.

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

How effective is the nursery education?

The Orchard Pre-school offers generally good quality nursery education, where children experience many well planned and unplanned activities. A committed staff team ensure that children are making generally good progress towards the early learning goals in communication language and literacy, mathematics, knowledge and understanding of the world, physical and creative development; and very good progress in personal emotional and social development.

Overall, the quality of teaching is generally good. Staff have an appropriate awareness of the Foundation Stage of learning. However, challenges for older/more able children in everyday routines do not always help them to use and extend their new skills; for example, at snack time. Overall, plans are used well to support learning. However, planning does not promote all aspects of the six areas of learning sufficiently through the use of resources, time and the environment. The setting supports children with special needs well and works closely with local supporting agencies. Staff have high expectations of children's behaviour and there is a good approach to assessment.

Leadership and management of the setting are generally good. Staff meet regularly to ensure a commitment to quality care and improvement. This results in good evaluation of sessions and good systems for monitoring and reviewing nursery practices, such as appraisals.

The partnership with parents is very good and there are good systems for communicating with parents. These work well in practice; for example, newsletters, useful information on activities. Staff share day-to-day developments with parents and provided them with a helpful prospectus. The pre-school also works closely with the Pre-school Teacher Advisor who has enabled parents to have a greater understanding of the early learning goals.

What is being done well?

- Children are making progress in their learning through planned activities such as discussions about holidays and naturally arising activities such as controlling their movements as they run around the large outside play area.
- Children are developing a good understanding of acceptable behaviour through well planned and unplanned activities for example how to share. They are confident and have good relationships with adults and other children.
- Staff have high expectations of children's behaviour, this results in children who are well behaved polite and show great care and concern for others including adults.

- Staff and parents enjoy very good relationships and there are good systems for communicating with parents. Parents are actively encouraged to develop an understanding of the early learning goals to support their children's learning.

What needs to be improved?

- planning to ensure that all aspects of the six areas of learning receive sufficient coverage for example resources, time and environment.
- challenge for older/more able children in everyday routines to help them use and extend their new skills; for example, at snack time.

What has improved since the last inspection?

Taken overall good progress has been made since the last inspection. At the last inspection all sessions included a parent/toddler session.. There are now two sessions that allow for more focussed sessions and as a result children have many more opportunities to experience both planned and unplanned activities; for example, learning how to share appropriately, to speak confidently and share experiences and also practise counting; for example, at registration time and in play with foam shapes.

The assessment system is now simpler and as a result staff know the children well. However, some routine activities do not extend the older/more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive and most settle well. They self-register using their own designed name labels. Some are confident within the small group; for example, they play well together with a train set. They behave well and are familiar with routines. Good use of praise by adults enables new children to understand the concept of sharing; for example, two children spend several minutes sharing a pen between them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Some children are confident at speaking and share experiences well. They enjoy stories and listen well. However, they do not spontaneously access books. Some children are able to recognise their own name using foam letter shapes. There are some suitable opportunities to practise writing in a dedicated writing area and children have made their own name labels. However, children do not have sufficient opportunities to practise writing in a meaningful way; for example, in making shopping lists.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have some appropriate opportunities through planned and unplanned activities and everyday routines to practise counting; for example, at registration time and in play with foam shapes. This results in some children who use appropriate mathematical language like 'at the top' and 'in the middle'. However, older children do not consistently have opportunities to practise in a meaningful way; for example, at snack time matching cups and plates.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have appropriate opportunities to explore and investigate. Some are confident for example, as they explore tadpoles. However, lack of resources means that not all children have the same opportunities. Children discuss past experiences with confidence and enjoy designing. However, children are not enabled to construct for a purpose. The well-planned themed activities result in children who have good opportunities to explore how their own life fits into their wider surroundings.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently around the available space both in and out of doors. They have regular physical opportunities to help them develop skills in using a range of small equipment like pens and paintbrushes. Children use a range of tools and materials with good control although routine activities such as snack time are not used for children to practise their skills in meaningful ways; for example, pouring their own drinks.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have appropriate opportunities to explore colour and texture and form using a variety of different media like dough, paint and large boxes. This results in children who are able to use their imagination well; for example, making a boat or bus. Children enjoy appropriate opportunities and explore a range of materials and resources although they are limited by what is available. Children also use different media to create patterns.

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

- Review plans, use of time, resources and indoor outdoor environment to ensure children have good access to a wide range of resources that promote their progress and development.
- Provide challenges for older and more able children to help them use and extend their new skills in everyday routines; for example, snack time.

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.