



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253514

DfES Number: 516493

INSPECTION DETAILS

Inspection Date 20/11/2002
Inspector Name Hazel Taylor

SETTING DETAILS

Setting Name Qwackers Playgroup
Setting Address The School Premises
Alford
Lincs
LN13 9BN

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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
Qwackers Pre-school was established in Alford in 1960. It has been accommodated in a portacabin within the grounds of the John Spendluffe Secondary School, near the centre of the town, for the past 10 years and is committee run. There is one main room, which may be divided into two, and one smaller room, available for activities and the group has direct access to a fully enclosed and secure outdoor play area which is partly grassed. The committee delegate the day-to-day running of the pre-school to two joint managers, who with a deputy, lead a team of three assistants at each session. There is an appropriate level of training and experience within the staff team. The pre-school is registered to accept up to 30 children between the ages of two and five years. It is open each weekday, in term time, from 9.00am to 11.30am and each Monday, Tuesday, Wednesday, Thursday from 12.45pm to 3.15pm. At present there are 60 children on roll including 26 funded three-year-olds. Children have the opportunity to experience a programme which includes a balance of child and adult initiated activities with opportunities to work individually, as well as in small and large groups. The majority of the children come from the local area which is socially and economically mixed, but has very little ethnic diversity. At present there are no funded children in attendance for whom English is an additional language and nor are there any funded children identified as having special educational needs. The setting does have experience in supporting children with special educational needs. The pre-school is affiliated to the Pre-school Learning Alliance. They have developed links with the local primary school and other members of the community.

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

How effective is the nursery education?

Qwackers Pre -School provides a happy and welcoming environment where children make generally good progress towards the early learning goals. In some areas, such as personal, social and emotional development, children's progress is very good. This is a result of the skilful methods staff use to engage children's interest and to foster their independence and self-esteem. The quality of teaching is generally good. Staff have a secure understanding of the foundation stage and provide a stimulating range of practical activities to help children learn. Planning and assessment systems generally provide a suitable framework to help children make progress. These systems, however, are not consistently used effectively to plan sufficient activities to fully support some aspects of children's language, mathematical and technological development. Staff work well alongside the children and have high expectations of their behaviour. This has a positive impact on the relationships within the group. Although there are currently no children with special needs, there is an effective system in place to provide good support. The leadership and management of the nursery is generally good. The joint managers provide a clear direction for the staff team who work very well together. The managers and staff are enthusiastic and are keen to improve the standards of care and education within the pre-school. All staff are positively encouraged and supported to undertake further training. They contribute to regular reviews of the provision as a means to maintain and improve standards. The partnership with parents is very good. Parents receive good quality written information about the nursery which is reinforced verbally on a regular basis. Parents share information about their child with staff and receive helpful information about their child's progress. Staff enthuse parents to be involved in children's learning at home and contribute to the nursery.

What is being done well?

* Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment. * Staff give high priority to children's personal, social and emotional development. Children are confident, interested and able to work on their own. Children are good communicators - behaviour and relationships are very good. * Children respond well to the imaginative role play opportunities offered which are linked to themes. Children speak clearly and fluently about past and current events as a result of the staff's consistent interest and engagement in their play and conversations. * There is a good understanding of the importance of partnership with parents and this has a positive impact on children's development and learning.

What needs to be improved?

* the provision of purposeful opportunities and activities for children to develop their understanding of linking sounds and letters. * the use of practical experiences and

meaningful activities to promote children's mathematical understanding of problem solving and calculations involving addition and subtraction. * the use of information and communication technology to support children's learning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff now include activity sheets in their short term planning and evaluate teaching methods. Staff have a good understanding of the elgs and how children learn - they hold weekly planning meetings and produce a plan enabling staff to prepare a broad range of structured activities which build on children's prior knowledge. Activities are evaluated to assess their effectiveness in providing for continuity of teaching and progression of learning. Staff observe children learning and use the information to assess children's attainment and progress towards the early learning goals. They use this information to inform next steps planning. Annual staff appraisals give staff opportunities for personal development

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. Children work well independently and in groups. They are enthusiastic and well motivated. Children are confident, expressing their needs and taking the initiative in a variety of situations. They develop good relationships both with adults and their peers. Behaviour is good.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's learning in this area is generally good. Children are good communicators. They interact well with adults and peers, negotiate and use talk to organise their play with others. Children access and use a good range of purposeful opportunities to develop their understanding that print carries meaning. They know how to use books for enjoyment and to locate information. However, there are missed opportunities for children to develop their understanding of linking sounds and letters.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's mathematical development is generally good. Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities - recognising and counting reliably numbers 1 to 10. There is a lack of challenge in some activities for more able children to solve problems involving addition and subtraction.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's learning in this area is very good. Children can communicate details of past and present events in their own lives, those of their families and other people they know. They are developing a good understanding of their own and others cultures. Children access and use very good learning opportunities to explore and find out about the natural environment. However, there are limited opportunities and insufficient technological equipment for children to use ICT to support their learning.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's physical development is generally good. Children move confidently and in safety and have many opportunities to develop their fine and gross motor skills. Children access and use a very good range of equipment providing purposeful opportunities in a variety of situations both inside and outside.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children's creative development is generally good. Children respond well to the imaginative role play opportunities offered which are linked to themes. They are also able to make good use of resources independently to develop their own imaginative creativity. Children explore colour, texture and shape through a variety of play materials and are able to use resources to express their ideas and communicate their feelings..

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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
* develop the provision of purposeful opportunities and activities for children to develop their understanding of linking sounds and letters. * ensure that mathematical activities provide increasing challenge for more able children and promote mathematical understanding of problem solving and calculations involving addition and subtraction. * develop the programme of activities to promote children's understanding and skills using information and communication technology to support their learning.