



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127449

DfES Number: 583349

INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Alison Weaver

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pied Piper Pre-School
Setting Address	The Community Centre Crundwell Road, Southborough Tunbridge Wells Kent TN4 0LJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Pied Piper Pre-School 1012305
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ORGANISATION DETAILS

Name	Pied Piper Pre-School
Address	9 Clifton Road Tunbridge Wells Kent TN2 3AR

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

Pied Piper Pre-School opened more than 30 years ago. It operates from a community centre in Southborough, close to local shops and schools. It has use of a large hall, kitchen, and toilet areas. There is a small grassed area available for outside play. The pre-school serves the local area.

There are currently 50 children from 2 years to 4 years on roll. This includes 20 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions on Monday and Friday are 09:15 to 11:45. Tuesday, Wednesday, and Thursday sessions are 09:15 to 15:15.

Six staff work with the children. Two staff hold an early years qualification to NVQ level III. Currently one staff member is working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

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 Pied Piper Pre-school is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Staff develop friendly, caring relationships with the children and the overall quality of teaching is generally good. The curriculum is fairly well balanced and covers all areas of learning. There is a good variety of activities provided for the children. Staff generally have a secure knowledge of the Foundation Stage. Observations and assessments are discussed and used to inform future plans. The planning does not always include extension activities to ensure that all children are challenged. Staff miss opportunities to extend children's learning and language in everyday activities. At times staff do not manage children's behaviour effectively, giving no clear guidance as to what is acceptable.

Leadership and management of the setting is generally good. The staff work well together as a team and are very supportive. Ongoing training is encouraged and regular staff appraisals are carried out. The group is committed to improving and actively seeks advice and support. There is very limited formal monitoring and evaluation of the provision. Overall the setting is satisfactorily organised but the grouping of children and staff deployment at times is less effective.

The partnership with parents and carers is generally good. They are provided with a variety of information about the setting and the curriculum but some is out of date. There are some valuable opportunities for parents to contribute to their child's learning. They are encouraged to talk to staff about any concerns or issues both formally and informally.

What is being done well?

- Children are very confident in the group and enjoy the activities provided, particularly the movement and physical play.
- The staff build good relationships with each other. They are committed to improvement and new ideas are being implemented gradually.
- The partnership with parents and carers is developing well. This is particularly evident in the use of the 'Initial Child Profile' where parents can share information about how they feel their child is developing. The yearly consultation meetings are also used effectively, giving opportunity for parents to discuss their child's progress with key workers. The coffee mornings are also a chance for parents to improve their understanding of the Foundation Stage.

What needs to be improved?

- the management of children's behaviour to ensure that it does not effect their learning and concentration
- staff deployment and the level of adult interaction at everyday activities to ensure that all children are extended and challenged
- the effective use of everyday activities to promote children's mathematical development, and to encourage an understanding of the link between sounds and letters, and word recognition.

What has improved since the last inspection?

The provision has made limited progress towards addressing the key issues raised at the last inspection. Since the last inspection there have been significant changes in the committee and in the staff. The current group was only recently aware that an action plan should have been in place and has taken steps to address the issues raised.

The group was asked to strengthen the programme for mathematics. This is still a key issue as staff still need to ensure that they reinforce mathematics at everyday activities so that children are developing in this area of learning.

The programme for communication, language, and literacy needs to be further improved. The group now provides a daily mark making activity, uses rhymes with the children, and has introduced a weather board. Everyday activities by staff to reinforce the link between sounds and letters, and promote word recognition is necessary.

The programme for physical development has been improved and the group plans regular activities to develop this skill.

The group has addressed the issue with regard to making more use of the book corner. There is a designated area for children to enjoy books. This is used well by the children on their own and with the support of adults.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are given a variety of opportunities to develop their independence. They are confident and settled. Generally they relate well to each other and to adults. Some children are learning to co-operate with each other and work together, sharing and taking turns. At times the grouping is weak making it difficult for them to concentrate. Children's behaviour is at times very poor and disruptive. They are not consistently learning what is acceptable nor how to manage their own behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children generally enjoy looking at books. They are confident speakers, chatting freely with others. They are developing their writing skills, with some able to form letters correctly but their progress is limited by the lack of everyday opportunities for them to practice. Children's vocabulary is being extended by staff interaction. Children's progress in learning about the link between sounds and letters and to develop word recognition is limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children count confidently to 10 and beyond. They are able to sort and match. They use some mathematical language in their play. They are developing number recognition using their workbooks. Children's progress in developing their understanding of mathematical concepts is limited by staff missing opportunities at everyday activities to reinforce their learning. Children are not being fully extended nor challenged at activities. Their understanding of simple calculation is not being encouraged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children talk confidently about past and present events in their own lives. They experience a good variety of activities where they explore and investigate. They are developing an understanding of the natural world. They successfully construct using a variety of equipment. They use the limited range of tools successfully. Children's understanding of cultures and beliefs is limited. Their knowledge and use of technology is not fully extended due to infrequent access to equipment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good co-ordination and sense of space. They move confidently, safely, and imaginatively. They show good fine motor control and hand-eye co-ordination using a variety of equipment. They regularly use a range of larger equipment to develop their gross motor skills. There are limited tools available on a regular basis for children to develop their skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children use their imagination well in role play. They join in enthusiastically with the drama and movement activities provided. They have a variety of opportunities to use their senses to explore. They enjoy the singing activities. The use of colouring sheets and adult direction at some activities limits children's opportunities to express themselves. They explore music but at times insufficient adult interaction restricts their developing understanding of rhythm and sound.</p>	

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

- Improve the management of children's behaviour to ensure it does not have an adverse impact on their learning.
- Ensure all children are extended and challenged at everyday activities by improving staff deployment and interaction.
- Extend opportunities at everyday activities to introduce mathematical language and reinforce mathematical concepts such as calculation, shape, measuring, and size.

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.