



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251558

DfES Number: 582647

INSPECTION DETAILS

Inspection Date 10/12/2002
Inspector Name Jane Louise Tallent

SETTING DETAILS

Setting Name Little Acorns Pre-school Playgroup
Setting Address Sidegate Lane
IPSWICH
SUFFOLK
IP4 4JD

REGISTERED PROVIDER DETAILS

Name Mrs Catherine Howard

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
Little Acorns Pre-School Playgroup opened eight years ago. It is located near to Ipswich, in the grounds of Sidegate Lane Primary School and operates from self-contained, purpose built, accommodation. Children come from the surrounding area and from a range of backgrounds Registration is for 16 children aged between two and under five years old. There are currently 63 children on roll of whom 29 are funded three-year-olds and seven are funded four-year-olds. Two children have identified special educational needs. The pre-school playgroup offer support for children who do not speak English as a first language. The group opens five days a week during school term-times. Sessions take place between 09:10 and 11:45 and also between 12:25 and 14:55. Children attend various sessions throughout the week. A committee of parents is responsible for running the pre-school playgroup. There are ten part-time members of staff in total, with a minimum of three present at each session. All staff have appropriate early years qualifications. Both of the play leaders hold an NNEB qualification in child care. They share the role of play leader, with one person working each Monday, Tuesday and Wednesday morning and the other person working each Wednesday afternoon, Thursday and Friday. 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?

Children at Little Acorns Pre-School Playgroup are making generally good progress towards the early learning goal in all six areas. Children understand what is right and wrong. Behaviour is very good. Children are becoming confident communicators. They are beginning to write their names and understand that writing is done for a variety of purposes. Children are developing mathematical skills comparing and recognising shape, recreating simple patterns, using number in familiar contexts and counting to ten reliably. Children's knowledge and understanding of the world is developing using information technology with the computer. Themes are used to help them understand about their own and other cultures and beliefs. Physical development is generally good. Children use a variety of tools for mark making, craft work and play dough. Children are developing creativity. They explore and investigate a range of resources and processes. They have access to musical instruments. The teaching is generally good. Staff reinforce the boundaries and use praise and encouragement to enable the children to know what is expected. The support for children with special educational needs is very good. The planning for all children does not cover all aspects of the 6 areas of learning, this gives rise to some short comings within each area. The liaison teacher from the Early Years Development and Childcare Partnership (EYDCP) supports the staff in evaluating and monitoring the effectiveness of the nursery education. Leadership and management is generally good. The parent committee are developing their role. Partnership with parents is very good. Parents have access to a lot of good quality written information about the group and participate in their child's education.

What is being done well?

Support for children with special educational needs is very good Partnership with parents is very good. A lot of good quality written information is available and parents are encouraged to become involved in their child's education through taking activities home to do with their child. Management of children's behaviour is very good. Staff support the child and explain why behaviour is unacceptable and provide extra individual support when necessary. Children's communication skills are being supported well, encouraging them to talk about past experiences and to explain what they are doing.

What needs to be improved?

The planning system; to address short comings in some aspects of the 6 areas of learning. The use of the assessment system; to inform the planning so that less able and more able children can move forward in their progress towards the early learning goals.

What has improved since the last inspection?
Good progress has been made towards the action plan to provide more resources for children to learn about their own and other cultures and beliefs. A computer has been installed which is providing good opportunities for the children to develop their information technology skills with this type of resource. An all weather surface has been installed in the garden area and this allows for children to access outdoor play when it is wet under foot.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Children are involved in their own learning, initiating their own play and confidently using the resources available. Children interact well together, showing sensitivity towards the less able child. Behaviour is very good. Children negotiate roles well during play, share and take turns. Children are developing independence in personal care, however they are not given enough independence during snack time.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in this area. They are confident communicators, talking about what they are doing and listening to simple instructions. Children make effective use of language for thinking, they use language for recall and in imaginary situations. Children handle books well and use them for enjoyment and reference. Children are beginning to write their names but do not form the letters correctly. Children have limited opportunities to link sounds to letters.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. Staff provide activities to promote understanding of shape and simple patterns, simple addition and subtraction. Children are developing an understanding of size and the language used. Number names are used well in familiar context and some children can count reliably up to ten, however children are not always fully supported in this aspect of learning.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Knowledge and understanding of the world is generally good. Children are beginning to understand about their own and other cultures and beliefs, through topic work and resources showing positive images of a multi- cultural society. They are confident designers using a variety of materials. Information technology skills using the new computer are being developed well, however other information technology resources are limited and this hampers children's learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in physical development. They handle tools effectively and with safety. Children move confidently within the confined space of the room and have an awareness of others. Children are developing an awareness of the importance to keep healthy through daily routines and healthy snacks. Children are developing small motor skills and hand to eye coordination	

well, but gross motor skills are not always catered for when outdoor play is inaccessible.
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CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development. Children are developing communication to express their ideas and thoughts in design and making imaginary things. Staff provide plenty of opportunity for children to explore colour, texture and shape in two and three dimension. Children have sufficient access to a range of musical instruments, however the provision to explore sound and rhythm is limited.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:
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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
Evaluate and improve all children's individual assessments to enable them to progress in their learning to the next stage. Develop plans to include all aspects of the 6 areas of learning and address shortcomings in the educational programme.