



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 219963

DfES Number: 517236

### INSPECTION DETAILS

Inspection Date 17/01/2005  
Inspector Name Rachael Mankiewicz

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Towcester Scout Hall Pre-School  
Setting Address The Scout Hall  
Baden Powell Crescent  
Towcester  
Northamptonshire  
NN12 6DS

### REGISTERED PROVIDER DETAILS

Name Towcester Scout Hall Pre-School 1022961

### ORGANISATION DETAILS

Name Towcester Scout Hall Pre-School  
Address Scout Hall  
Baden Powell Crescent  
Towcester  
Northamptonshire  
NN12 6DS

## 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

Towcester Scout Hall Pre-School opened in the 1980s. It operates from the Scout Hall which is situated in Towcester and serves the local community.

There are currently 29 children from two years to under five years on the register. This includes 10 funded three-year-olds and 4 funded four-year-olds.

Children attend a variety of sessions. Currently the group does not support any children with special educational needs or children who speak English as an additional language. The group opens five days a week during school term only. Sessions are from 09:15 hours until 11:45 hours.

Seven part-time staff work with the children. Three have early years qualifications. Other staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Towcester Scout Hall Pre-School provides good quality nursery education overall which enables children to make generally good progress overall towards the early learning goals, and provision in four of the six areas of learning is very good.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage, seen through the interesting range of activities planned to help children learn through play. Activities are evaluated and monitored to ensure they cover all aspects of the curriculum. Observation and assessment, using the early learning goals, are effective but are not used fully to identify children's future learning needs and inform planning. Staff are able to question children to extend their vocabulary and knowledge, and help them make choices. The opportunities for children to consolidate counting and mathematical concepts through everyday routines, and express themselves creatively are not currently promoted in depth. The staff interact well with the children and act as good role models. They have high expectations of the children, and are rewarded with children respectful of friends and adults. Staff have knowledge and experience of special educational needs and English as the child's second language, and are able to support the varied needs of individual children.

The leadership and management of the group is generally good, with staff and management generally clear about the aims for children's care and education. Arrangements for staff appraisals and the evaluation of aspects of the provision are limited. Staff work well together and create a secure learning environment for children.

The partnership with parents and carers is generally good. Information is shared on both a daily and a formal basis, including ideas to extend children's learning at home. Parents' comments on their children's progress is yet to be formalised in planning.

### What is being done well?

- The children's natural enthusiasm for learning is fostered very well as they move confidently between the activities. Staff interact well with children, extending individual learning through appropriate and thoughtful questioning.
- Children's communication skills are developing well, which successfully underpin learning in all the curriculum areas. They listen and interact well in large and small groups, and express their feelings and experiences.
- Children show interest in exploring materials and are able to develop and design through practical play. They enjoy exploring the environment and community for learning experiences about the world in which they live.

- Children's progress in the area of physical development is particularly good. The children enjoy the range of activities to develop large muscle skills, both indoors, when children can choose to take part, or in a large group when the room is cleared.

#### **What needs to be improved?**

- the use of observations and assessments of children's progress, plus information from parents, to influence planning for future learning, which includes the support of individual children and challenge for the more able child
- the consolidation of numbers and mathematical concepts through everyday routines and chosen activities
- children's ability to select their own resources and take the initiative, particularly to promote free-expression in the area of creative development
- the evaluation of all aspects of the provision and the arrangements for staff appraisals which are linked to training and development.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The first three key issues regarding planning of aspects of language and mathematics development and the information exchange with parents have been addressed sufficiently and have been inspected on this visit. Activities have been added to the planning to enable children to recognise and use the alphabet. Staff have improved opportunities for looking at the written words and making marks. Resources have been increased to develop children's understanding of mathematics, and refurbished again since the fire. The use of mathematical language has been planned for in activities. Parents are informed about the foundation stage through information leaflets at the child's induction, and weekly plans are made available on the notice board. There is a key worker system in place with a member of staff responsible for a small group of children, and these staff provide regular updates about the children's progress.

The latter two issues have not been fully addressed and have been made issues as an outcome of this inspection. New progress records have been introduced which show the stepping stones to the early learning goals as they are achieved, and which help to indicate what children need to learn next. Staff say that they have improved planning to help support children's learning. It is not clear how the staff use all the assessment information that they have obtained, particularly any information received from the parents. Nor is it clear that planning supports the individual needs of the children or sufficiently challenges the more able children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence choosing activities, working together in large and small groups and on their own, and sharing ideas and resources. They are developing personal independence in putting on coats, choosing snacks and helping themselves. Children have an awareness of routines and rules, and behaviour is generally good. Their sense of community is developing through a range of activities about different cultures and the local community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to each other and adults, as they explain what they are doing. They understand that print has meaning, and look at books. Children attempt to write and make marks, with older children making recognisable letters and some able to write their names. They listen well to stories, and participate enthusiastically in rhymes and songs. Some children have begun to talk about sounds and letters, and recognise words that start with the same letter or sound.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are exploring simple shapes and acknowledge them in the environment. They recognise numerals, and although they do not always count as they play, they are able to count reliably to ten. Simple addition and subtraction takes place during songs, rhymes and games. Children explore capacity, and weight in baking and water activities. They use language about position as they construct items, and as they make patterns in threading activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore different materials in crafts, cooking, playdough, and in construction- both in the techniques of design and how materials change. They investigate objects and some technology to find out how things work. Children confidently talk about events in their own lives and are beginning to show an awareness of time and space. They have a good awareness of the local community, and are learning about other people, their roles and cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently as they negotiate space indoors and outside. When using equipment they show a good awareness of space, their bodies and what they can do. They are beginning to understand about keeping healthy- through food and good hygiene practices, for example hand washing and eating fruit at snack time. Children's manipulative skills and hand-eye co-ordination are developing through use of a good range of small equipment and tools, which they handle safely.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imaginations well during role-play, small world play and in craft activities. They enjoy singing and are able to use musical instruments. Children have a good range of sensory experiences, including textures and smells, through working with different materials. They enjoy painting and drawing, but are not able to freely access other materials, and express themselves fully. Older children talk confidently about their feelings and experiences.

**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**

- continue to develop the planning for children's next steps in learning by using the effective system of observation and assessment of children's progress and information from parents. Planning to support the needs of all children including the offer of challenge to more able children
- increase children's opportunities to count and solve simple problems in everyday situations
- increase opportunities for children to select their own resources and take the initiative, particularly to promote free-expression in the area of creative development
- develop monitoring of care and education in the group and staff appraisal systems which are linked to development and training.

*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.*