



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 301980

DfES Number: 584255

INSPECTION DETAILS

Inspection Date 07/04/2003
Inspector Name Helene Anne Terry

SETTING DETAILS

Setting Name Sandy Lane Playgroup
Setting Address Sandy Lane Methodist Church
Bradford
West Yorkshire
BD15 9JX

REGISTERED PROVIDER DETAILS

Name Miss Sarah Baxter

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
Sandy Lane Pre-school is located on the outskirts of Allerton, near Bradford, serving the people of the surrounding area. There are 51 children on the roll, between the ages of two and five years of age. There are 18 three- year -olds and 21 four- year-olds receiving funding. Five of the funded children have English as an additional language and two of the funded children have special educational needs. There are seven members of staff, including the two pre school leaders, who are working towards an appropriate child care qualification. They do not currently access support from a qualified teacher from the Early Years Development and Childcare Partnership, however do have contact with their field worker with the Pre school Learning Alliance, and the local primary school. The accommodation consists of a playroom at the rear of Sandy Lane Methodist Church. There is a room used for storage in the basement. The children have access to outdoor play space at the rear of the building. The provision operates 10 sessions a week, Monday to Friday 9:00 to 11:30 and 12:30 to 15:00, term time.

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

How effective is the nursery education?

Sandy Lane Pre-school offers good quality provision where the children make very good progress in communication, language and literacy and creative development and generally good in all other areas. The quality of teaching is generally good, staff have good knowledge and understanding of the early learning goals and are willing to take advantage of training opportunities to enhance knowledge. They are particularly strong in their ways of questioning, supporting and guiding the development of children's skills where appropriate to age and ability. However, more challenges need to be created to foster independence, large motor skills and an opportunity to compare numbers using simple addition and subtraction. Staff have high expectations of the children and manage their behaviour well. They work directly with the children and provide an interesting, stimulating and diverse environment. Staff have a clear understanding of the Code of Practice on the Identification and Assessment of Special Educational Needs and it is implemented effectively. Leadership and management is generally good. The preschool benefits from good leadership from the leaders, who are committed to supporting staff through a good training programme, staff meetings, daily supervision and an appraisal system. The leaders continue to develop the role of reviewing and evaluating the effectiveness of the preschool, however the monitoring procedures are not sufficiently refined to be effective in ensuring resources available cover all areas of the curriculum and that planning and assessments are linked to the stepping stones and used to inform future planning. The partnership with parents is very good and contributes to children's progress towards the early learning goals. Parents are well informed about the foundation stage and are fully involved in their child's learning. Information is displayed about projects and parents are encouraged to support and participate in the group.

What is being done well?

Staff interact with children, support and extend learning in a way that positively affects their attitudes to learning and results in children behaving well. Children are interested and motivated to learn. Children are making very good progress in communication language and literacy, where they are beginning to link sounds to letters, write recognisable letters, and use writing as a means of communication. Children are reliably counting up to ten and above. Children investigate changes in objects and materials and talk about what they see is happening. Children freely express their thoughts and feelings and ideas creatively through a wide range of media. The partnership with parents and carers is very good and supportive in promoting children's learning.

What needs to be improved?

Resources to enable children to investigate how things work and how things happen,

such as magnifying glasses, kaleidoscope, binoculars. Opportunities for children to develop large motor skills, independence, and comparison of groups of numbers using simple addition and subtraction. Curriculum plans and assessment records to reflect the stepping stones and use of assessments to inform future planning.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. They are interested, motivated and excited to learn. Children are confident and display high levels of cooperation with one another, sharing and taking turns. They are confident in expressing their needs to others, however need to experience greater independence during their daily routine, such as acting as monitors for set tasks, preparing and serving snacks. Behaviour is very good.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children make very good progress in communication, language and literacy. They interact, negotiate and speak clearly and use language to explore feelings and ideas. Children are beginning to link sounds to letters, write and form recognisable letters and understand that print carries meaning. They can also discriminate between words and pictures in books and enjoy imitating staff retelling stories.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. They are using numbers for counting and recognising them in familiar contexts. They use positional language, measure and compare size, quantity and are recognising shapes. However, children are not comparing and separating objects in different ways and recognising the total using simple addition and subtraction. Children do recognise numbers up to 10 and some children are counting to 10 and beyond.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress towards knowledge and understanding of the world. They explore features of living things and observe changes to materials. However they have limited access to resources to enable them to explore how things work and how things happen. Children build and construct with a wide range of materials and use technology competently to support their learning.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. They use movement and space well to gain confidence and they have access to a good range of equipment to practice large and fine motor skills, however do not regularly have free access to this equipment. Children are aware of their bodies, healthy practices and recognise changes within them.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good

Children make very good progress in creative development. They explore colour, shape and texture effectively and enjoy singing songs from memory. Children play alongside one another engaged in the same activity, interacting in one another's imagined roles and have access to materials to creatively express ideas, thoughts and feelings.

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
Key Issues Extend equipment to facilitate children's understanding of how things work and how things happen. Continue to develop child assessments and planning to include the stepping stones and use assessments to inform future planning. Provide opportunities for children to develop large motor skills, independence, and comparison of groups of numbers using simple addition and subtraction.