



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205324

DfES Number: 515309

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Emma Davies

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Pinvin Community Pre-School
Setting Address Main Street
Pinvin
Persnore
Worcestershire
WR10 2ES

REGISTERED PROVIDER DETAILS

Name The Committee of Pinvin Community Pre-School

ORGANISATION DETAILS

Name Pinvin Community Pre-School
Address Main Street
Pinvin
Persnore
Worcestershire
WR10 2ER

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

Pinvin Community Pre-School opened in 1992. It operates from Pinvin Memorial Hall in the centre of Pinvin near Pershore, Worcestershire. The pre-school serves the local area.

There are currently 17 children from 2 to 5 years on roll. This includes 14 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting 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 are from 09:15 until 12:15 on Monday, Wednesday and Thursday and, in addition, the group offers an optional lunch club from 12:15 until 13:15 on a Tuesday and Friday.

Five staff work on a part time basis with the children. Half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor 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 Pinvin Community Pre-School is acceptable and of very good quality. Children are making very good progress towards the Early Learning Goals in all six areas of learning. They are interested and motivated in all learning opportunities offered to them. They tackle all activities with confidence and an eagerness to learn. A significant feature of this pre-school is the good teamwork of staff working with the children throughout the sessions and the high quality of the interactions between staff and children.

Teaching is very good. The staff have a very good knowledge and understanding of the Early Learning Goals and how children learn. The well planned curriculum is delivered effectively through a stimulating range of play based activities. These activities provide an appropriate level of challenge for children. The staff use well thought out questions to move the learning on. Good quality ongoing assessments are supported by examples of children's work. The information gained from these assessments informs future overall planning and each child's individual learning plan. The children are happy and show good levels of concentration in this well organised and equipped learning environment, although the computer is not fully available. Staff take every possible opportunity to help children learn.

Leadership and management of the setting are very good. A different member of staff leads each morning session. The generally good team approach means all staff plan together and discuss and share assessments. The committee show good interest and involvement in the day to day running of the pre-school.

The partnership with parents and carers is very good. Parents are well informed about their children's progress and events in the pre-school. They feel they are welcome in the pre-school and can be involved day to day if they want to. Parents hold the work of the staff and how they approach their children in high regard.

What is being done well?

- Children benefit from a wide range of first hand experiences with very good interventions by all staff to extend and develop the learning.
- They are confident and interested in their learning and tackle each activity with enthusiasm and excitement.
- The good ratio of staff in each session ensure that the needs of all children are effectively met and their progress can be assessed on a daily basis.
- The good relationships and good behaviour in the pre-school enable children to be happy, motivated and independent in their learning.
- Children speak and listen well, for example they listen to stories with concentration and quiet background music with enjoyment. They are happy

to talk to all adults, often initiating the conversation.

- Staff and parent helpers work well as a team. They teach effectively, both in direct teaching, such as Jolly Phonics and within activities the children choose for themselves.
- The planning of the educational programme for learning of is high quality. Planning is evaluated and the evaluations used to ensure that when the plans are used again they are even better.
- Parents hold the work of the pre-school in high regard. They are confident their children are well cared for by the staff. They feel welcome in the setting and are well informed about the progress their children are making towards meeting the Early Learning Goals.

What needs to be improved?

- availability to the children of the newly purchased computer.

What has improved since the last inspection?

At the last inspection one key issue was identified, which has been fully and comprehensively addressed. The setting has made very good progress. New staff are in post, with a new collaborative outlook. All staff have a good understanding of what and how children should learn and are fully involved in the day to day running of the pre-school. They contribute to the very good planning and assessments. A successful team approach is taken to all teaching, through staff taking turns to be the leader for the day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children express their needs and wants and share ideas and views with confidence and enthusiasm. For example, they enter the room with their parents, bringing items for the show and tell table. They are greeted by staff and, together with their parents, talk about their item. Children show an imaginative interest in their chosen activities, but are willing to listen and take advice from staff. They work well in groups, taking turns and sharing, clearly showing an awareness of each others needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage in conversation easily with each other, staff and other adults, often initiating conversation. They develop language for thinking through a wide range of stimulating activities. They describe well what they are doing and how they feel about that activity. They show interest in books and listen to stories well. They understand what initial sounds are from the 'Jolly Phonics' programme. They can then successfully apply knowledge of initial sounds to other words such as animal names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count well in practical activities and during everyday events. Staff take every opportunity to encourage them to do so. They plan a good range of maths activities and ensure each child has the opportunity to experience them. Children are able to compare successfully and use maths language well. They sing number rhymes with enjoyment. In finger rhymes they show good understanding of how many fingers represent each number and can successfully count backwards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show good knowledge about day to day events in their lives. For example in role play they show they know how garden centres work, what they contain and enact planting and buying plants in good detail. They ask relevant questions of adults and listen well to the answers. Then they use the answers to further their role play. They enthusiastically study living things, for example, they cut fruit, remove the seeds, look at them, compare and talk about them in good detail.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good control and co-ordination, when playing team games with balls, using wheeled vehicles and a trampoline. Staff plan well for the area of physical development, with an outdoor and indoor activity for every day, ensuring poor weather does not hamper learning. Children use tools well including mini trowels and digging forks, plastic knives, rollers and shape cutters. They show they know about keeping healthy in discussions about how and why they should wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are given a wide range of opportunities to explore different media and materials, with skilful interventions from staff in the use of tools and resources. Children use imagination and past experiences to express their ideas through role play, examining plants, exploring soil and buying plants took place in the pre-school garden centre. They cooked and cleaned in the domestic role play area. Children show good listening skills when listening to soothing music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- access to the newly purchased computer so that all children make good use of it.

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.