



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 124963

DfES Number: 532373

### INSPECTION DETAILS

Inspection Date	22/09/2004
Inspector Name	Lisa-Marie Jones

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hop Skip & Jump Pre-School Group
Setting Address	United Reform Church Addiscombe Grove Croydon Surrey CR0 5LP

### REGISTERED PROVIDER DETAILS

Name	Folly's End Fellowship Trust 1092505
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### ORGANISATION DETAILS

Name	Folly's End Fellowship Trust
Address	5-9 Surrey Street Croydon Surrey CR0 1RG

## 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

Hop Skip and Jump Pre School are one of three pre-schools associated with Folly's End Church in central Croydon. It is situated within a church community building in East Croydon. The children who attend are from local and surrounding areas. It is a Christian Pre-school that is open to all faiths.

There are currently 24 children on roll between the ages of two and a half and five years. This includes 11 3-year old and 2 4-year old children in receipt of funding, of these no children 2 have identified special needs and several have English as an additional language.

7 staff work with the children. 2 staff are fully qualified and the rest are completing NVQ training.

The Pre-School are members of the Pre School Learning Alliance and also receive support from the Early Years Partnership.

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

### **How effective is the nursery education?**

Hop Skip and Jump pre-school provides education where children are making generally good progress towards the early learning goals. Children make very good progress in physical development, creative development and personal social and emotional development .

Teaching is generally good. Staff plan a range of activities and make learning fun for the children. Staff are deployed well and use their time effectively to support children in their learning. They observe and assess children's development but do not use these to aid planning for children's individual needs. Staff are competent at managing children's behaviour and set realistic boundaries. Staff do not provide opportunities for children to explore a range of programmable toys and question why and how things work. There are limiting challenges for older and more able children especially in the area of communication, language and literacy and mathematical development. Staff provide good opportunities for children to develop their skills in creative development and physical development.

Leadership and Management is generally good. The setting is managed with the manager taking responsibility for the organisation and deployment of staff. She is committed to improvement and is fully aware of the areas of improvement that need to be made. The systems for monitoring and evaluating the education are not effective.

The partnership with parents is very good. Parents have opportunities to discuss children's progress and are informed about forthcoming events and the curriculum and have the opportunities to take part in their children's learning.

### **What is being done well?**

- Children make very good progress in creative development . Staff plan and provide a good range of activities and organise the environment well this enables the children to freely explore all activities fully.
- Staff provide good opportunities for children to develop their physical skills. children have access to an outdoor area and a large hall and are divided into small group's to enable them to practise with large equipment.
- Parents are kept well informed of their children's progress. They are invited to regular parent lunches and have a termly information regarding the planned curriculum. Children have opportunities to take home books to share on a daily basis. Parents are encouraged to take part in their children's learning by participating in sessions or by providing resources for discussion time.

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

- the organisation for mathematical resources
- the opportunities to recognise letters and words
- the challenges for older children
- the opportunities to use programmable toys and equipment and question why and how things work
- the use of observations to inform short term planning
- the monitoring and evaluation of the quality of teaching

<b>What has improved since the last inspection?</b>
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are well behaved with staff providing consistent and realistic boundaries. Children relate well to each other and staff and are able to share and take turns. They are confident and motivated to learn and concentrate well on chosen activities. Children have good opportunities to develop their independence and self help skills through everyday activities. They have a good understanding of their own and other people's cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are keen to communicate with each other to express ideas and feelings. They enjoy looking at books and having stories read to them. There are limited opportunities for children to practice and develop writing skills. Children are able to recognise their names, but do not have opportunities to recognise letters, simple sentences and other words on a regular basis.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children can count confidently up to ten and older children beyond 20. They know shapes and can recognise numbers. There are limited opportunities to use maths in everyday activities. Children are beginning to use simple addition and subtraction and to compare size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children can recall past and present events and show an understanding of time. They learn about their own community and other cultures as well as their own. They do not have any opportunities for children to explore a range of programmable equipment and question why and how things work. Children have good opportunities to explore and investigate with all their senses and show good understanding of the natural world.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with control and co-ordination and use equipment to develop their large motor skills in the garden and in a large hall. They are developing fine motor skills with the use of pencils, rolling pins, cutters and scissors. Children have many opportunities to practice and develop their pencil control. They know about the importance of staying healthy and how the body works.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are confident to use their imagination in role play. They know their colours and are able to match, mix and grade them. They are given regular opportunities to take part in painting, sticking and other creative activities which staff organise well so that they can fully explore for themselves. Children participate in music and singing enthusiastically and take part in music and movement activities on a regular basis.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- Ensure that all staff have good knowledge and understanding in mathematical development and communication, language and literacy to enable them to effectively plan and organise a stimulating learning environment for children.
- Develop the current system to use observations and evaluations of activities to inform planning for the next stage in children's development.
- Devise and implement a rigorous system to monitor and evaluate the education provided.
- Provide more opportunities for children to explore technological equipment and question why and how things work.

*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.*