



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY232609

DfES Number: 543436

INSPECTION DETAILS

Inspection Date	17/12/2004
Inspector Name	Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Playaways
Setting Address	Chilton School Chilton Lane Ramsgate Kent CT11 0LQ

REGISTERED PROVIDER DETAILS

Name	Miss Mandy Dawn Baldwin
------	-------------------------

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

Playaways Pre-school is a privately owned nursery. It opened in 2003 and operates from two rooms in a mobile building. It is situated in a residential area in the town of Ramsgate.

A maximum of 28 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:00 for term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from 2 to under 5 years on roll. Of these 23 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children who have special needs and who speak English as an additional language.

The nursery employs five staff. Three of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

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

How effective is the nursery education?

The provision is acceptable and is of a good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff know children well and are beginning to develop an understanding of how children learn and the early learning goals. The teaching methods in the main challenges children appropriately and enables them to learn. There are good relationships within the group and staff work well together. They generally plan effectively, which is supported by a range of indoor resources. However the range is limited in the outdoor play area and does not adequately provide for the number and range of mixed abilities of children using it.

Leadership and management is generally good. They are happy to delegate tasks and as a result work very well together as a team. The staff team are continuing to develop their knowledge and are well motivated, which impacts positively on the children's play experiences and ensures they are happy, interested and involved in their play.

Partnership with parents is good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide very good information about the provision including evidence on how activities relates to the early learning goals and the experiences their children are receiving.

What is being done well?

- Staff use generally good questioning skills and as a result children are developing their language skills well. Children respond to experiences and most children are enthusiastically expressing views and communicating their thoughts and ideas confidently.
- Children choose from a range of indoor resources and move freely from one activity to another.
- Children are beginning to say and sound letters of the alphabet with one child singing confidently the alphabet song and another child spontaneously spelling out the letters of their name.
- Children are given many opportunities to understand that print can be used for a variety of reasons through good use of word labels and posters.
- Children count confidently up to 8 with one child counting objects up to 29.
- Children have experiences of interesting topics and activities that encourages them to compare similarities, differences, patterns and change during planned activities.

- Children have generally good opportunities to explore and understand their own and others cultures and beliefs, which was re-enforced through a variety of practical play experiences.
- Children have good opportunities to use a range of tools and equipment.
- Children move around in the main confidently and safely.
- They have regular opportunities to role play with staff's active involvement and encouragement.
- Children enthusiastically take part in more energetic play at the end of the session through an imaginative music and movement activity with multicultural musical instruments.

What needs to be improved?

- the staff's management of children's behaviour that re-enforces boundaries on a consistent basis, ensuring children are sensitive to the needs of others and understand agreed codes for working together in harmony
- the monitoring of staff to increase their awareness of the need to consistently be good role models, through encouraging children to use politeness' whilst using them themselves
- the increase in emphasis on use of books for fun and to find information and encouragement of children to be actively involved in story time
- the opportunities to further re-enforce mathematical ideas, develop problem solving skills and the provision of opportunities to use calculation subtractions and addition in everyday play and practical routines
- the range of activities in the outdoor play area that are stimulating and also re-enforces their learning in all areas
- the use of children's individual development and learning observations to influence and plan activities for the next stage of children's development that fully challenge them
- the implementation of activities/routine that follow the plans, which would meet the learning outcome and provide a balanced approach giving equal emphasis in all areas.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Staff know children well and generally use good questioning skills. As a result children are interested in their learning and communicate their thoughts and ideas confidently. They choose between activities and select resources for themselves. However, staff lack clear boundaries when managing children's behaviour or demonstrate good role models. As a result not all children are sensitive to the needs of others or understand agreed codes for working together in harmony.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

More able children are developing language skills well and are beginning to say and sound letters of the alphabet, with one child spontaneously spelling out the letters of their name. However children are given insufficient emphasis on use of books for fun or to find information and lack encouragement to become actively involved in story time. Children are given many opportunities to understand that print can be used for a variety of reasons through good use of word labels and posters.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children are independently recognising and saying number names in activities, with more able children counting up to eight confidently. However, children have very few opportunities to practice addition, subtraction, calculation, or to develop mathematical ideas to solve problems. Neither are they actively encouraged to further re-enforce mathematical ideas during every day activities or routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children extend their understanding in this area through the provision of a range of practical activities and resources. More able children ask questions and talk confidently and enthusiastically about events in their own lives during practical play activities. They experience a variety of topics and activities, knowledgeably comparing similarities, differences, patterns and change. They have opportunities to explore their own and others cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are provided with a variety of tools and equipment and with a range of activities that are developing their manipulative and co-ordination skills well. They move around confidently, safely, in control and co-ordination. More able children understand how to stay healthy and recognise changes in their body. However, lack of stimulating activities in the outdoor play fails to re-enforces children's learning in all areas.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore a range of media and materials during practical activities and when actively involved in various creative craft and art work. They have regular opportunities to role play with staff's involvement and encouragement. Children sing simple songs spontaneously and as a group. They match movement to music during a multicultural musical instrument activity, whilst marching to Christmas taped music with enthusiasm and confidence.	
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

- ensure staff are consistently good role models and have clear boundaries when managing children's behaviour that actively encourage children to use politeness, be sensitive to the needs of others and to understand and follow agreed codes for working together harmoniously
- increase opportunities to use books for fun and to find information and encourage children to be actively involved in story time
- provide opportunities to further re-enforce mathematical ideas during every day practical routines and develop problem solving skills
- increase the range of activities in the outdoor play area that are stimulating and re-enforces their learning in all areas
- ensure children's individual development and learning observations influence plans for the next stage of children's development that fully challenge them.

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.