



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 254217

DfES Number: 500637

INSPECTION DETAILS

Inspection Date 30/01/2003
Inspector Name Ann Hilary Guy

SETTING DETAILS

Setting Name Pavilion Playschool
Setting Address Angel Road
Norwich
Norfolk
NR3 3HR

REGISTERED PROVIDER DETAILS

Name

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

Pavilion Playschool opened in 1965 and moved to their present location in December 1999. They operate from a separate building in the grounds of Angel Road First School. The indoor area comprises of one large room with toilets, a kitchen and storage area leading from it. There is a fully enclosed outside play area consisting of both hard standing and grass. The playschool serves the local community. There are currently 79 children between the ages of two and under five years old on the roll. This includes 33 funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The older children attend in the afternoons and the younger children in the mornings. The playgroup has one child with special needs and will support children with English as a second language, although there are no children on roll at present. The group opens five days a week during school term-times. Sessions are from 9.05 to 11.45 and 12.45 to 15.15. Eight staff work with the children. There are always four staff on duty at each session together with one parent helper. Six members of staff have early years qualifications to either level 2 or level 3. The other two staff are currently completing level 3 qualifications. All the staff attend regular training to update their qualifications. The setting receives support from the Early Years Development Partnership. They are members of the Pre-school Learning Alliance and the Playgroup Network.

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

How effective is the nursery education?

Pavilion Playschool has a warm and welcoming atmosphere. The space is well used to enable all areas of the curriculum to be available for the children throughout the session. The children who attend are making generally good progress in all the early learning goals. Teaching is generally good. The staff interact well with the children and provide a good variety and range of activities to help them learn. The playgroup has a good range of equipment and resources to cover all areas of learning and uses natural materials in a meaningful way. Children attending who have special educational needs are well supported. Children's behaviour is generally good, although staff sometimes miss opportunities to assist the younger children to learn to share. Planning systems are generally good, however they do not include all aspects of the six areas of learning. Short term plans do not show the expected learning outcomes. The use of assessment is generally good, however the information on the assessment sheets is not used to focus learning targets and support planning. Leadership and management is generally good. The committee and staff work well together and are very committed to developing the care and education for the children at the group. However, systems for monitoring and evaluating the provision are not fully effective. The partnership with parents is generally good. Parents are welcomed in to the group and kept informed about the group's activities. They are both informally and formally informed about their children's progress.

What is being done well?

The atmosphere created is both welcoming and inviting. Staff have good relationships with both the children and their parents. Good use is made of natural materials with plenty of exploratory play. Staff provide a wide range of interesting activities to help the children learn about the natural world, people and places. Staff communicate well with the children and encourage them to socialise.

What needs to be improved?

Planning systems to address shortfalls in some aspects of the six areas of learning. Linking evaluations and assessments to daily planning.

What has improved since the last inspection?

The playgroup have made generally good progress since the last inspection. All staff now have a copy of the foundation stage and have taken part in many courses. Knowledge and understanding of the world has been looked at and a sound programme devised by staff. Opportunities to write have been provided but they are not yet fully effective. The book corner has been enlarged and made comfortable with soft furnishings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in personal, social and emotional development. They are interested and enthusiastic learners with good independence skills. Children usually play well together, although not all younger children are willing to share items. They are generally settled and confident although some younger children show a lack of ability to concentrate on one activity for any length of time.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. They use language and gesture to communicate to staff and peers. Children have free access to a variety of books, both fact and fiction and enjoy listening to stories in both small and large groups. Children are beginning to recognise their own name, however staff do not give effective support to children to develop their awareness of the link between letters and sounds.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in mathematics. They are able to use everyday situations and talk about quantity, size and number. Children recognise basic shapes in everyday objects. Most older children can count to ten accurately and some are able to do simple computations. Children sing number rhymes and are developing an understanding of 'more' and 'less'.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. They are able to investigate features of the natural world, looking for similarities and differences using a magnifying glass and exploring the properties of the object. Effective use is made of the computer with the older children. Topic work enables the children to develop a good understanding of other cultures and beliefs.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in physical development. They show good control and coordination in both gross and fine motor skills. They have the opportunity of developing these skill both indoors and outdoors. Children learn about the importance of good hygiene by washing their hands after using the toilet and before eating.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children make generally good progress in creative development. They enjoy experimenting with colour, shape and texture. They respond to what they see, feel and taste as they watch snow and ice melt or cakes bake. Children enjoy using their voices in a wide range of songs and rhymes and using percussion instruments.

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

Review long, medium and short term plans to address the gaps in some aspects of the six areas of learning. Structure activity evaluations and assessments to identify the progress children are making towards the early learning goals. Use these documents to support future planning.