



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113796

DfES Number: 517676

INSPECTION DETAILS

Inspection Date 21/10/2004

Inspector Name Marilyn Joy

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Tots Pre-School

Setting Address Tots Pre-School
Mobile Classroom, c/o Bewbush First School, Dorsten Square
Bewbush, Crawley
West Sussex
RH11 8WX

REGISTERED PROVIDER DETAILS

Name The Committee of Tots Pre-School 1063187

ORGANISATION DETAILS

Name Tots Pre-School

Address Bewbush First School, Dorsten Square
Bewbush
Crawley
West Sussex
RH11 8WX

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

Tots Pre-School opened in 1970 and is managed by a voluntary committee of parents. It operates from a purpose built unit in the grounds of Bewbush Community School, in Crawley. There is a fully enclosed area available for outside play. The pre-school serves the local and surrounding area.

There are currently 75 children from two years to five years on roll. This includes 47 funded three-year olds and 21 funded four-year-olds. Children attend for a variety of sessions. The setting currently 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 09:00 until 11:30 and 12:15 until 14:45.

There are nine full and part time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a mentor 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?

Tots Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for physical and creative development is very good.

The quality of teaching is generally good. An enthusiastic staff team works well together to provide a stimulating and varied programme of activities. Planning is clearly linked to the stepping stones in most areas and includes the indoor and outdoor environment. Key staff have a secure knowledge of the stepping stones and differentiate activities to suit individual needs. Organisation of some activities is less effective and there is no indication in the planning to assist staff whose knowledge is less secure in providing appropriate support for children who are at different levels. Evaluation of focus activities is very good. Clear observations are used to record children's achievements although they are not used to inform the planning for individual children including those with special educational needs. A wide range of resources is rotated and excellent use is made of the outdoor area. Staff form relaxed and friendly relationships with children and parents.

Leadership and management is generally good. Senior staff work together to promote effective team working and support staff in developing their practice. The pre-school is committed to improvement. Systems are in place to monitor the effectiveness of the provision in most areas and action plans to address issues raised are being developed.

Partnership with parents is generally good. Parents are provided with clear information about the pre-school, its aims and routines. Information about children's progress is usually shared through informal discussions, although this does not always include their next steps for learning or the weekly topics. Parents value the friendly relationships with staff and the introduction of communication books for some children have proved successful.

What is being done well?

- The pre-school has a strong commitment to improvement and developing practise through evaluation, training and the quality assurance scheme.
- Partnership with parents is developing well. Systems to improve communication with parents are being introduced. Parents are welcome to spend time in the pre-school and activities are sent home so they are able to share in their child's learning at home.
- The outdoor area is used imaginatively and purposefully to engage children's interest and provide learning opportunities in each area of learning. Children use the area confidently and benefit from healthy and active play.

- Staff recognise the importance of promoting children's personal, social and emotional development to enable them to flourish in other areas of learning such as physical and creative development where they have been particularly successful.

What needs to be improved?

- the system for assessment so that it can be used to inform the planning and support staff in differentiating activities for individual children
- the organisation and monitoring of activities
- some staffs' knowledge of the stepping stones
- planning of activities to promote children's awareness of each others' cultures and beliefs, such as sharing experiences or celebrations, and encouraging the involvement of parents.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The pre-school was asked to ensure parents have regular access to children's records, gather information from parents about what children can do and maintain this sharing of information. The pre-school has an open door policy whereby parents have access to children's records at any time. They are developing systems to encourage more contact with parents but still rely on verbal contact for many.

The pre-school was also asked to extend the assessment system to include more details of progress particularly in mathematics (MD) and communication, language and literacy (CLL) in order to make future planning for individuals more effective. A new system of assessment has been introduced which is clearly linked to the stepping stones in each area of learning although this is not being used effectively to plan individual progression. Clear observations record children's progress in MD and CLL.

The pre-school was also asked to plan and provide regular occasions for children to have an opportunity to share their news of past and forthcoming events in their lives. At snack time staff sit with children and encourage them to talk about their homes and experiences.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children arrive confidently and choose what they want to do. They are becoming aware of the routines of the setting and behave well. Many play co-operatively with each other, learning to take turns and share. Most children are enthusiastic, motivated and enjoy the activities available, although organisation of some activities does not engage all children's interest and support their involvement. Many are developing independence in caring for themselves and getting ready for outdoor play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children are developing confidence in communicating with others. They initiate conversations and talk about what they are doing. Opportunities are missed to develop language and understanding with some children. A range of resources is used to encourage familiarity with text and writing. Many children recognise some letters and can find their names. They use a variety of tools and equipment in different circumstances to develop their pre-writing skills such as painting or during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Exciting resources are used to introduce mathematical concepts indoors and outdoors. Many children count confidently to five and some beyond. They learn about position when parking cars in the garage and explore shapes when making puzzles. Some opportunities are missed to solve simple problems such as 'too many' and to reinforce number names. Children enjoy construction activities. They concentrate on fitting shapes together and refer to size and shape in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Interesting topics develop children's knowledge of their world. They consider how things change when growing vegetables, learn about living things when talking about life cycles and insects. Many perform simple functions on the computer and operate battery toys. Some children share their beliefs but there are few planned opportunities for them to develop their knowledge of others. Exciting opportunities are available for children to build and construct using a variety of different materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and control. Many negotiate space well when playing indoors and outdoors for example when riding bikes or squeezing into the playhouse. Children run, climb and balance. Many demonstrate increasing skill in using a wide range of small and large equipment. They construct cars from large materials and develop hand-eye co-ordination when fitting screws and nuts together. They are becoming aware of healthy practices and use the soap dispenser when washing their hands.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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A broad range of activities is offered to encourage creativity. Children explore different media to create their own pictures and designs such as printing, chalk and collage. They explore sand, water and modelling materials. Children re-create their experiences during role-play and develop their own storylines. They make use of the exciting resources available or organise their own, such as making a bus from chairs. Children express themselves freely and laugh together when sharing experiences.

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

- develop the system for assessment so that it can be used to inform the planning and support staff in differentiating activities to suit individual children in particular in mathematical development and communication, language and literacy
- improve the organisation and monitoring of activities to ensure all children are able to participate, maintain their involvement and benefit from the learning intentions particularly children with English as an additional language and children with special educational needs
- develop staffs' knowledge of the stepping stones to assist them when assessing progress and in offering activities to suit children's individual needs.

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.