



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 223578

DfES Number: 520896

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Juliette Jennings

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pencombe Under Fives
Setting Address	Pencombe & Little Cowarne Village Hall Pencombe Bromyard Herefordshire HR7 4SH

REGISTERED PROVIDER DETAILS

Name	The Committee of Pencombe Under Fives
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ORGANISATION DETAILS

Name	Pencombe Under Fives
Address	Village Hall Pencombe Bromyard Herefordshire HR7 4SH

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

Pencombe Under Fives is located in a small village between the town of Bromyard and the city of Hereford in Herefordshire. The playgroup is accommodated within the village hall.

The group serves the local area and is open Monday, Tuesday, Thursday and Friday from 09:30 until 12:00, with the additional facility of a lunch club until 13:00 on Tuesdays and Thursdays.

Children aged two years, six months to rising five years attend the playgroup, and there are currently eight funded three and four-year-olds. The group has appropriate procedures in place to accommodate children who have special needs or who speak English as an additional language. Children can access a variety of sessions and follow a routine which accommodates a mixture of play and structured activities. They have access to an enclosed area adjacent to the village hall for outdoor play.

There are three members of staff who work with the children, two of whom hold early years qualifications. They access regular training on early years issues and receive support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Pencombe Under Fives offers generally good quality nursery education which enables children to make generally good progress towards the early learning goals.

Children participate in a variety of opportunities and activities both indoors and outdoors, although they have limited opportunities to self-select, explore, investigate, pursue their own ideas or respond creatively in child-initiated activities. In addition, the range of resources is limited to what adults provide. There are suitable procedures in place for supporting for children with specific needs. Staff maintain positive links with parents and other professionals and the keyworker system works well to support all children within the setting.

The teaching is generally good. Staff access regular training and have an understanding of the Foundation Stage. They are involved in developing detailed written plans, which detail the learning focus relating to the stepping stones and show differentiation. The assessment system does not clearly detail when children have achieved a stepping stone. Staff plan a varied range of structured activities which stimulate and interest children, but sometimes miss opportunities to extend children's learning in spontaneous activities.

The leadership and management of the setting is generally good. Staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Staff appraisals are in place and issues are discussed at regular meetings. Training is accessed on an ongoing basis.

The partnership with parents is very good. The setting provides the parents with good information about the setting and what the children do whilst they are there. Information from parents is obtained prior to children starting and they are encouraged to be involved in their child's learning. Details about the group and other early years issues are regularly available.

What is being done well?

- The partnership with parents is very good, with clear information given about the setting and the activities children access. Staff provide opportunities for parents to be involved in their child's learning and encourage a friendly, informal relationship.
- Arrangements and procedures for supporting children with specific needs are very good. Experienced staff work closely with parents and other professionals to encourage learning and development within an inclusive environment.
- Formal planning systems work well in practice. Staff provide children with a range of experiences within adult-led activities which are age-appropriate,

stimulating and interesting. Children's individual needs and stages of development are accommodated well within planned activities. Staff are aware of where children are in their development and know what is needed for them to progress.

- Children are happy and relaxed in the environment and are making generally good progress towards the early learning goals.

What needs to be improved?

- the opportunities that children have to self-select, initiate their play, pursue their own ideas, respond creatively, explore, re-enforce and extend their learning
- the availability and use of the extensive resources within the routine so that children have a wider choice on a daily basis
- the assessment system so that it clearly highlights when children have achieved a particular stepping stone in their development.

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

The group were asked to make more use of labels on displays and other activities to enable four year old children to become familiar with simple words. In response to this the group have placed labels on toys, equipment and improved labelling within displays.

In addition the group were asked to provide more opportunities in the programme for all children to find out about features of living things. More opportunities have been made available and the long-term plan has been amended. Medium and short-term plans have been reviewed and altered to accommodate this area.

The last inspection highlighted another area for improvement, though not brought forward as a key issue. This was in relation to the opportunities for four year olds to self-select, initiate and pursue their own ideas and activities from a wider choice of resources in addition to those planned by staff. This has been highlighted as an area for improvement at this inspection and is raised as a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming confident and are interested to learn. They access a variety of opportunities provided by staff, although they have limited opportunities to self-select and pursue their ideas. They access a limited range of resources on a daily basis. Children are developing their self-confidence and esteem and are becoming independent. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently, listen and respond in a range of circumstance and situations. They play imaginatively, although they are limited to what adults provide for them to use. Children aged three and four are beginning to recognise familiar letters within simple words or sentences. Children access books and attempt writing, though opportunities are sometimes missed. The organisation of available resources does not always allow them to fully extend their learning in this area.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children can count confidently to five and are beginning to count beyond, though spontaneous opportunities are sometimes missed. Children access adult-led activities where they can learn about space, shape, measuring and are beginning to understand the concepts of more or less, but would benefit from more time to extend their learning in child-initiated play and improved availability of resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use the range of equipment and resources provided by staff, although they do not always have time to extend their learning in child-initiated play. They have limited opportunities to self-select or fully explore and investigate their own ideas. Children use everyday technology in free play, for example the mobile phone and the camera. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children run, walk and use a variety of equipment to help them develop their physical skills, both indoors and outdoors. Staff provide planned opportunities for children to increase balancing, jumping and hopping skills. Three and four year olds use a range of adult-chosen materials and tools with increasing meaning and control. They are beginning to have an awareness of their own bodies. Children do not always have opportunities to develop their physical skills in their own chosen activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination within a variety of structured activities provided, although free play opportunities for children to develop and express their creativity are limited, due to limited availability or access to resources and lack of time to self-select. They access a range of adult-chosen materials so that they can begin to explore texture, form and shape. Three and four year olds are beginning to respond using their senses and enjoy music making and singing.

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

- There are three key issue for improvement, these are to;
- improve the use of and availability of the extensive resources within the routine so that three and four year olds have daily opportunities to self-select what they want to use in child-initiated play
- organise resources so that children have wider choices and can pursue their own ideas, particularly in creativity, exploration and investigation and ensure that staff use spontaneous opportunities to extend and re-enforce children's learning
- ensure that the assessment system clearly highlights when children have achieved a particular stepping stone in their development.

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.