



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 108438

DfES Number: 540477

### INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Glenda Pownall

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Poundfield Pre-school
Setting Address	The Community Hall Radcot Close Maidenhead Berkshire SL6 7UJ

### REGISTERED PROVIDER DETAILS

Name	Poundfield Pre-school 1029352
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### ORGANISATION DETAILS

Name	Poundfield Pre-school
Address	26 Radcot Close Maidenhead Berkshire

## 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

Poundfield Pre-School is run by a parent committee. It opened in 1977 and operates from the Poundfield Community Centre. It is situated in the Furze Platt area of Maidenhead. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 term time only. A lunch club operates Monday, Wednesday and Friday from 12.00 until 13.15. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged from 2 to under 5 years on roll. Of these, 16 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs four staff. The supervisor and one staff member hold appropriate early years qualifications. There is one staff member working towards a qualification.

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

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

Poundfield Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff display a working knowledge of the early learning goals. Planning covers all areas of learning and the outside area is used very effectively to interest all children. Planning documents do not provide staff with differentiation and are not evaluated. Staff do not always deliver the planned activities and they miss opportunities to extend some activities in literacy. However, staff provide children with good learning opportunities to link sounds and letters. There is an effective system in place to support children with special educational needs. Behaviour management is very good; staff offer children lots of praise and encouragement.

Leadership and management are generally good. The pre-school is well organised; staff know their roles and responsibilities and sessions generally run smoothly. The assessment of the education programme and quality of teaching does not ensure staff effectively record children's progress towards the early learning goals or their next steps in learning. There is a good range of resources covering all areas of learning, although staff do not provide all children with regular opportunities to use the technology resources. The supportive parent committee provides funding for any identified training needs and resources.

Partnership with parents is generally good. Staff provide parents with regular information about the setting. The twice-yearly key worker meetings do not ensure all parents are made aware of their children's progress towards the early learning goals. However, the pre-school operates an open door policy where parents can request access to their child's records at anytime. Parents can be involved in their children's learning by assisting on outings and supporting their child to find objects for the letter of the week table.

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

- Staff management of children and their behaviour is very good. They interact well with the children throughout the session offering lots of praise and encouragement. Their courteous manner sets a good example to children.
- Staff are well deployed in the role-play area to support and extend children's imaginary play.
- Staff encourage children to participate in outside play by taking a wide variety of activities outside to interest all children. For example, children enjoy painting on the fence, pedalling tricycles, using balls and hoops, and chalking on the ground.

- Staff effectively promote children's knowledge of letters and the sounds they make through a range of daily activities. For example, children sound out the letters of their first name using name cards at snack time. Staff extend the activity for children who are more able by adding the surname.

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

- the planning system, to detail how activities will be adapted to provide sufficient challenge for all children and evaluated to record children's achievements and possible difficulties so that the next steps in learning and teaching can be planned
- the assessment system, to record children's progress along the stepping stones, identify their targeted next steps in learning and share their progress along the stepping stones with parents
- the method of monitoring and evaluating the education programme and quality of teaching, to ensure strengths and weaknesses are identified and improved upon
- the opportunities children have to practise writing their names and to access technology resources.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. Staff provide children with writing materials as part of their imaginative play enabling them to write for different purposes. However, at times staff miss opportunities for children to practise writing their names and this is carried forward in this report.

Not all parents are aware of their children's progress and the assessment records do not easily identify children's progress along the stepping stones. The records do not identify what children need to learn next. This is carried forward in this report.

Well planned activities enable children to develop knowledge and understanding of their own cultures and traditions and those of other people.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show confidence within the environment. They know the routine well and happily settle straight into the session. They concentrate and persevere to complete tasks. Children form good relationships with each other and staff. They approach staff readily for help. For example, to reach coats off the pegs and to put aprons on. The children work together at activities taking turns and they behave well. However, some children become restless when left at the table waiting for snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and use speech well to retell events and develop imaginative stories. They have regular opportunities to make marks, such as, writing in the home corner. Some children can write their names using correctly formed letters. Staff miss chances for children to write or attempt to write their name. They develop an awareness of letters and the sounds they make. They enjoy listening to stories and use books for pleasure making suggestions about what might happen next.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children practise their counting skills as part of the daily routine. Some children can count to 10 and beyond. They enjoy singing number songs to develop and reinforce their calculation skills. Some staff do not deliver the planned activities to enable children to calculate and they are not deployed at the sand tray to encourage children to estimate. Children use mathematical language to compare size, such as, identifying which car is bigger and which is smaller. Children name flat shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing an increasing knowledge of the world around them through a broad range of activities and topics. Some staff ask open-ended questions to encourage children to think. Children access a good variety of resources to design and build, selecting and rejecting pieces until they reach the desired effect. Children have limited opportunities to use technology. Planned activities enable children to develop an awareness of their own cultures and traditions and those of other people.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Good use is made of the outside area. Children have regular opportunities to extend their large-muscle skills and they move confidently with control displaying good spatial awareness. Despite the lack of privacy in the cloakroom area children follow good personal hygiene routines, for example, washing hands before touching food. They show increasing control and dexterity whilst using a good range of tools and resources, such as, scissors, pencils, rolling pins and construction pieces.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children respond well to the opportunity to explore their ideas and use their imaginations through a wide variety of well planned activities, in particular role-play and art and craft activities. They access a broad range of media and materials and receive praise and encouragement when expressing themselves freely at art and craft activities. Children enjoy participating in songs and rhymes and staff encourage spontaneous singing at everyday activities.

**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 planning system, to detail how activities will be adapted to provide sufficient challenge for all children and evaluated to record children's achievements and possible difficulties so that the next steps in learning and teaching can be planned
- develop the assessment system, to record children's progress along the stepping stones, identify their targeted next steps in learning and share their progress along the stepping stones with parents
- implement an effective method of monitoring and evaluating the education programme and quality of teaching, to ensure strengths and weaknesses are identified and improved upon.

*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.*