



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 102886

DfES Number: 524616

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Sarah Jane Wignall

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tywardreath Pre-School Playgroup
Setting Address	Old Town Hall, Fore Street Tywardreath Par Cornwall PL24 2QP

### REGISTERED PROVIDER DETAILS

Name	Tywardreath Pre-school Playgroup 1029667
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### ORGANISATION DETAILS

Name	Tywardreath Pre-school Playgroup
Address	Tywardreath Pre-school Playgroup Old Town Hall, Fore Street, Tywardreath Par Cornwall PL24 2QP

## 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

Tywardreath Pre-School is a committee run group. It opened in 1962 and operates from one room in the old town hall. It is situated in the village of Tywardreath. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:15am until 11:45am, with some afternoon sessions from 13:00 until 15:30. Sessions are available during term times only. All children share access to a secure enclosed play area.

There are currently 26 children from 2 to 4 years on roll. Of these, 13 receive funding for nursery education. Children come from the local area. The setting currently supports children with special educational needs.

The pre-school employs five staff, four of whom have early years qualifications to NVQ level 2 or 3 equivalent. One staff member is currently working towards a level 3 qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP). They are also members of the Pre-school Learning Alliance (PLA).

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

### How effective is the nursery education?

Tywardreath Pre-school Playgroup offers good quality nursery education where children are making generally good progress towards the early learning goals. Provision for physical development is good and children are making very good progress in this area.

The quality of teaching is generally good. Staff have a good understanding of how children learn. They plan a broad and balanced curriculum that effectively covers most areas of learning. They recognise that children learn best through practical involvement, and they offer children some interesting and varied activities. Staff manage behaviour well. Children are encouraged to take responsibility and to be polite when speaking to staff and each other. Not all activities are well planned, or children grouped appropriately to meet individual needs. Some resources are not well organised to make best use of available space.

Children appear happy and settled at the preschool. They have good relationships with staff and each other, and most are able to settle to activities and join in at group times. Staff work with parents and professionals to offer appropriate support to children with special educational needs. Insufficient attention is given to helping all children begin to understand the link between sounds and letters.

Leadership and management are generally good. The setting is run by a voluntary management committee, but the manager takes the lead on day to day organisation and staffing issues. The staff team are well qualified, and generally work well as a team. The setting are keen to develop practice at the group and use development plans to outline future changes. They make good use of advice and support from outside agencies.

The partnership with parents is generally good. Parents are involved both on the management committee and parent rota duties. They are kept informed through involvement, newsletters, verbal feedback and occasional formal meetings with staff to discuss progress and development.

### What is being done well?

- Children's physical development is promoted well at the group. They make good use of the outdoor play area and planned activities indoors, to develop both large and small muscle control.
- Children enjoy listening to different styles of music, such as Chinese music, and playing instruments as they experiment with sound.
- Many parents are involved with the setting, both on management committee and as parent helpers. They are provided with good quality information about the setting on initial entry.

- Staff manage behaviour well. There are clear routines and structure to the sessions, and children are encouraged to be responsible and help with tasks such as tidying up and helping at snack time. Children are reminded to use appropriate manners when requesting or receiving things.

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

- the organisation and planning of activities, to ensure children are grouped appropriately and key learning intentions are met;
- the organisation of resources, to make best use of available space;
- the opportunities for children to begin to link sounds and letters.

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

The setting has made generally good progress since the last inspection. Children now have regular opportunities to listen to a range of music and play different musical instruments. They enjoy listening and playing along to different styles of music at circle time.

A new assessment system has been recently introduced, and the manager and staff are gaining confidence in its use. They are intending to use this to effectively guide their planning and teaching.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children come into pre-school well and most settle easily to activities. They have good relationships with staff and each other and they play well together. Children are gaining independence with personal care and use the toilet and wash hands independently. Children are gaining a sense of community as they study their own village through walks and visits to local places of interest.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing an interest and understanding of books. They handle them well and enjoy listening to stories in both large and small groups. Children use speech well when playing in role play or talking to staff. They have many opportunities to 'write' and make marks, and they enjoy 'writing' down items in the farm shop. Some children are able to form certain letters. Insufficient attention is given to the link between sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn about addition and subtraction through practical activities, songs and rhymes. They sing 'five sticky lollipops' as they take one away. Many children can recognise numerals and count in sequence to 10, and this is reinforced through everyday routines. They are learning about shape and size as they match clothes to a teddy, and they complete jigsaws, and play a shape matching game.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy using their senses to explore and predict. They predict if items will sink and float and enjoy watching as the item is put in water. They are becoming competent when using the computer and other IT equipment. Children are confident as they use the remote control to make the 'dog' move around the playroom. They learn about time and change as they plant bulbs and seeds, and observe changes as they grow and develop.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a good sized outdoor play area, and they gain good control and co-ordination as they climb, run, pedal and push, a range of equipment. They demonstrate good spatial awareness as they negotiate obstacles, particularly in the indoor play area, and when running and peddling outside. Children handle small tools well, and they use rollers, cutters, scissors and other items with increasing control and precision.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy listening to music and playing instruments as they experiment with sound, to create noisy or quiet sounds. They participate in songs and familiar rhymes. They handle a range of malleable materials such as dough and clay, and they are becoming familiar with colour. They use their imagination well when playing in role play, and several children join together to develop games in this play area. They have opportunities to create their own pictures and paintings.</p>	

**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 activities are well planned, and children grouped appropriately to meet key learning intentions and individual needs
- ensure that resources are well organised, to make best use of available space
- increase opportunities for children to begin to link sounds and letters.

*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.*