



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113771

DfES Number: 530434

INSPECTION DETAILS

Inspection Date 06/11/2003
Inspector Name Christine Clint

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Learning Station Playschool
Setting Address Rose Green and Patcham Youth Centre
Hawkins Close, Rose Green
Bognor Regis
West Sussex
PO21 3LW

REGISTERED PROVIDER DETAILS

Name Miss Emma Spree

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

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

How effective is the nursery education?

The Learning Station Playschool offers generally good provision for education with some weaknesses.

Teaching is generally good. Staff offer a variety of play opportunities; they promote children's learning through appropriate questioning and explanation. Children have freedom to choose activities and staff are perceptive in extending individual levels of concentration. There are regular routines which children know well; staff use praise for positive management of children's behaviour and for encouraging children to participate.

There is limited evidence of previous observations and assessments, for whole activities, or for individual children, therefore no link with future planning.

Leadership and management is generally good. The provider offers consistent management daily with clear ideas and vision for progression, she is also a valuable role model for staff and children, however there is an insufficient formal approach to assessing strengths and weaknesses of the provision, including evaluating staff. The systems for observing and assessing children are ineffective and do not link with plans for future activities.

Partnership with parents is generally good. The information available for parents is clear and concise; parents are informed of the aims of the playschool and of the Early Learning Goals. Informal dialogue takes place with parents and staff are willing to share information; they encourage parents to participate. However there are limited formal consultations and parents are not involved with the new development profiles and assessments.

What is being done well?

- The leadership and management shows strong commitment, there are organised daily routines and high levels of interaction with children and staff. Spontaneous activities are frequently introduced to offer meaning and explanation.
- Teaching also shows commitment; staff are continually involved with children, they use relevant tactics for increasing children's understanding and thought process.

What needs to be improved?

- opportunities to include writing;

- individual assessments for children to show what they have achieved;
- plans for activities which link with assessments;
- evaluation of group activities to assess strengths and weaknesses of provision, including staff evaluation or appraisal, to link with training needs;
- information for parents which includes children's achievements.

What has improved since the last inspection?

The nursery has made some progress since the last inspection, action plans have been formulated but not all have been fully developed.

Mathematical provision has increased and there are daily opportunities for counting, sorting, sequencing and number recognition.

Staff have knowledge of the Early Learning Goals but no further training has been attended or cascaded through staff meetings.

New assessment profiles are in place and being developed, however systems for staff involvement in evaluating activities and noting observations of children are not fully practised.

Information for parents is available although it does not include formal assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff have balanced expectations of children's ability, they continually explain and encourage, they are enthusiastic and children respond. Staff are sensitive and there is a sharing ethos within the playschool which is adopted by older children and passed to younger children. There is knowledge of children's individual development in this area of learning but no formal assessment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

There is good use of language and continual interaction between staff and children; meaningful dialogue is used during role play to extend imaginary experiences. The linking of letter sounds in songs and rhymes is clear and there is frequent explanation of words used in stories; children are encouraged to listen and understand. There is a lack of opportunity to attempt writing in free play and limited assessment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

A broad variety of mathematical equipment is used, staff question and explain well, they use vocabulary to develop an understanding of comparisons and spend time with individual children. Children count confidently in songs and rhymes and respond to spontaneous descriptions which include mathematical language. Plans are in place to include MD, mostly with table equipment. planning does not include wider activities in the playschool and assessment is weak.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

There are many opportunities to investigate and identify natural features and a variety of mediums used to design and make with a selection of tools. There is a good introduction to different cultures, with relevant explanation; staff are involved and enthusiastic. The availability of IT is adequate. Planning for this area of learning is not fully assessed and evaluated to link with future plans.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

There are ample opportunities for children to increase skills of co-ordination, control and movement, also to use a variety of tools and play equipment for constructing. Staff use frequent reminders to develop children's awareness of space and link explanations with safety. There are imaginative and stimulating topics to include health and bodily awareness. Plans show how this area of learning is linked with many activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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A balanced variety of opportunities are included to explore with media and materials, staff encourage and explain well and children can make choices. Staff include excellent methods to match music and movement, also to extend imagination and ideas; staff communicate well and children are encouraged to think and respond to their experiences. Individual assessments of creative development are limited.

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 children's individual assessments and observations in each area of learning and link with future planning;
- include staff evaluation or appraisal to identify future training needs and progress with action plan for more staff meetings;
- provide parents with formal details of children's achievements;
- include opportunities for children to write during free play.

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.