



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY258730

DfES Number: 583621

INSPECTION DETAILS

Inspection Date 15/10/2004
Inspector Name Tracey Marie Boland

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Eastern Green Pre-School Play Group
Setting Address Church Lane
Eastern Green
Coventry
West Midlands
CV5 7BX

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Eastern Green Pre-School
Playgroup 1023695

ORGANISATION DETAILS

Name The Committee of Eastern Green Pre-School Playgroup
Address Eastern Green Village Hall
Church Lane, Eastern Green
Coventry
West Midlands
CV5 7BX

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

Eastern Green Pre - School opened in 1968. It operates from a church hall on the outskirts of the City, on the border with Meriden. There is a large room, with an adjacent smaller room used for registration time as well as toilets and a large kitchen. There is direct access to an enclosed outdoor play area. The group serves the local area.

There are currently 15 children from two years, six months to four years on roll. This includes 11 funded three-year-olds and no funded four-year-olds. Children attend for a variety of sessions. The setting is able to support children with special needs and those who speak English as an additional language.

The group opens five days a week during school terms. Sessions are from 09:00 until 12:00.

Four full time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/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?

Eastern Green Pre - School provides generally good quality nursery education which helps three year old children make progress along the stepping stones towards the early learning goals.

The quality of teaching is generally good. Staff welcome training, seeing it as an important part of their development. Some team members have attended foundation stage training and newer members of the team are developing their knowledge gradually through training and with guidance and support from colleagues. Staff interact well with the children and promote learning through various planned and free activities. However, at times staff do not use opportunities to extend the children's development in communication, language and literacy during planned activities and spontaneous situations. Observations and assessment systems are in place for the children and the team regularly discuss the information they have gained. However, the information is not used to inform future planning.

Leadership and management are generally good. As a newly formed staff group they work well as a team and have a commitment to developing the service they provide. They meet regularly to monitor and evaluate practise and to plan future themes, topics and areas of work. Appraisal systems are in place for all team members.

Partnership with parents and carers is very good. Parents receive a detailed prospectus which outlines the setting and the service provided. Time is spent with them getting to know about their child and building a relationship through the settling in period and through daily discussion. Staff are developing the systems used to keep parents informed and up to date about their child's progress and parents are encouraged to become involved within the setting through the use of newsletters and information sheets, outlining current themes and topics. Very positive feedback was received from parents about the group.

What is being done well?

- The staff team work well together and good relationships have been formed with the children who are happy and settled. They receive praise and encouragement and behaviour is good. Children are aware of the rules in place within the group which includes being kind, sharing and using their manners.
- Children's number recognition and counting skills are encouraged in everyday situations and they have the opportunity to measure and predict within planned activities.
- Children are involved in a variety of physical activities both indoors and out on a daily basis. They use a range of large and small tools and equipment

with increasing confidence and control.

- The children are learning about the natural world through planned themes and topics. They enjoy going for walks within the locality to see animals and to look for and collect items of interest. These are then placed on the 'discovery table' and accessed freely, promoting discussion.

What needs to be improved?

- the use of the information gained through the observations and assessment of the children, to evaluate and plan for future learning
- the opportunities for children to extend their vocabulary through structured activities and spontaneous discussion.

What has improved since the last inspection?

Since the last Ofsted inspection the group has made generally good progress in addressing the changes required to improve the provision.

Staff have re - organised the areas used by the children to allow a wider variety of play and have spent time developing their understanding of why children play, which has enabled them to identify the purpose of the activities provided. On going observations and assessments take place and staff are aware that these should be used to plan the next stage of the children's learning. Key worker groups have been introduced and staff have developed the provision in the area of mathematical development and communication, language and literacy, although this is still ongoing. Parents now receive more detailed information in the form of a prospectus, regular information sheets/newsletters and a parent's board. Children are able to independently access a variety of materials and equipment to explore and express themselves in their creative development which are available at all times.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled and confident within the daily routine. They separate well from their carers and are learning to share, take turns and show kindness towards each other. Their independence skills are developing and they work closely with their peers during daily activities i.e. whilst tidying up. The children are learning about their community and the cultures of other people through discussion, celebrations and stories. Visits are undertaken locally to places of interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their recognition of letters by shape and sound and some more able children are able to write their names independently. There is free access to a variety of resources which allows them to make marks. Children enjoy listening to stories, joining in appropriately and books are available for them to explore independently. Staff question children to increase their vocabulary, although this needs to be developed further in both planned and spontaneous situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning about shape, colour and size through planned daily activities and during registration time. Some older three year olds are gaining an understanding of addition and subtraction in structured activities, which is also encouraged during song time i.e. 'five juicy carrots'. Most children are able to count to 10 and staff encourage these skills in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to learn about nature and their community through walks locally, making good links to the current topic or theme. They independently access resources, which encourage them to explore and investigate, using magnifying glasses, tape measures and cameras. They use a variety of materials to build and mould and some children are gaining increasing control and confidence when using a range of tools and equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their fine manipulative skills well and some use scissors confidently. They are involved in physical play on a daily basis and are gaining increasing control and coordination when using wheeled toys and bikes. Their sense of space is encouraged through music and movement activities and action songs. Balancing skills are developed by the use of balancing beams, which are available each day. Children are showing increasing independence in daily hygiene routines.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination in role play situations and to recreate learned experiences and pretend play i.e. within the vegetable shop. A range of resources enable children to create pictures and make models, exploring textures and shapes. They sing confidently and are showing increasing control when marching and beating out a rhythm during music and movement sessions. They move their bodies in accordance with action songs i.e. 'if you're happy and you know it'.

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 use of the information gained through the observations and assessment of the children, to evaluate and plan for future learning.
- Increase the opportunities for children to extend their vocabulary through structured activities and spontaneous discussion.

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.