



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511111

DfES Number: 522007

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Doreen Forsyth

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Moredon Pre-School
Setting Address	Moredon Pre-School 1 The Street Moredon SN25 3ER

REGISTERED PROVIDER DETAILS

Name	The Committee of Moredon Playgroup
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ORGANISATION DETAILS

Name	Moredon Playgroup
Address	Moredon Playgroup The Street Moredon Swindon, Wilts SN25 3ER

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

Moredon Pre-school opened in 1977. The pre-school occupies rooms in Moredon Community Centre, North Swindon, Wiltshire. The pre-school mainly serves the local community.

There are currently 53 children aged 2 to 2 years on roll. This includes 23 funded three-year-olds, at present there are no funded four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and who speak English as an additional language.

The group opens five days a week during term time. Sessions are from 09.15 until 11.45 and from 13.00 until 14.30, except on Friday afternoon when the pre-school is closed.

There are five members of staff working with the children. Two of these have relevant early years qualifications, two others are currently working towards recognised early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

The provision at Moredon Pre-school is acceptable and of good quality overall, children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff plan a suitable range of activities that help children to progress along the stepping stones towards the early learning goals. They observe the children's progress and use these observations to plan for the children's individual development. The current planning does not ensure that all six areas of learning are fully promoted and does not show what children should learn from the activities presented. Staff interact very well with the children. They join in their play, extending the activities for older children or those that learn more quickly. The special needs co-ordinator ensures all children have their needs met. Staff encourage children to behave appropriately and already the very new three-year-olds are beginning to learn the rules of the pre-school.

The leadership and management of the setting is generally good. The management committee is going through a period of change and are unavailable to support the setting at present. However, the person-in-charge and the playleader provide strong leadership. They support the staff and ensure the pre-school operates smoothly. Staff are encouraged to train and have appraisals to discuss their development. The setting is aware of the staff's strengths and weaknesses, but does not have any systems in place to evaluate the provision offered.

The partnership with parents is generally good. Parents receive a prospectus that contains information about the early learning goals and regular newsletters that include some ideas of activities for parents to do at home with their children. They receive a written report on their children's progress each term and can to speak to the keyworker informally at any time. Parents do not have any planned opportunities to share what they know about their children or to discuss their progress.

What is being done well?

- Staff foster children's enjoyment of books and stories. They sit with children in the comfortable book corner reading from a good selection of interesting books. They read stories well to the children at group times encouraging them to predict or retell aspects of the stories.
- Children are able to explore and investigate different objects and materials. They collect autumn items on a nature walk and help make marshmallow kebabs to take home.
- The setting has good resources for children to use to learn about shapes, size and position. They make patterns with beads and use construction resources to build and solve practical problems.

- Children interact well with each other and the adults in the setting. They are learning to co-operate and work together, for example they help each other at tidy up times.

What needs to be improved?

- the planning, to ensure all areas of learning are fully promoted and to show what children should learn from adult-led activities
- children's opportunities to begin to recognise and write their own names, for example, by labelling their own work, or recognising name cards during the daily programme
- parent's opportunities to share what they know about their children and to discuss their children's progress with the staff.

What has improved since the last inspection?

At the last inspection the setting was set three key issues for improvement, they have made generally good progress in response to these. The first was to extend children's experiences of using writing for different purposes and ensure the planned activities are used to encourage children's ideas of early mathematical calculation. Children enjoy some mark making activities, some children can write recognisable letters, but they have limited opportunities to mark make in their free play. They solve simple problems in their construction play and calculate when adding and subtracting numbers in number rhymes.

The second was to increase children's independent use of art and craft activities so that they can express their own imaginative ideas. At this inspection children were seen enjoying easel painting and other creative activities freely throughout the play sessions.

The third key issue was to ensure staff have a working knowledge of the Codes of Practice on the Identification and assessment of Special Educational Needs. A Special Needs co-ordinator is in place, she has a good understanding of the codes of practice and has used her skills well to ensure children with special needs receive the appropriate support.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children arrive happily at pre-school and settle well to play. They are confident to try the activities available and they interact very well with each other. They concentrate appropriately. They are learning about others' feelings and are encouraged to be kind to each other. Children do not have many opportunities to select their own resources. They have some chances to be independent, for example they pour their own drinks at snack time, but other opportunities for independence are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk to the others in the group with confidence, and express their ideas in words. They are learning to listen, and they enjoy stories. They look at books in the book corner and understand that print carries meaning. They are learning new words, for example 'Sherpa' in a 'Meg and Mog' story. The children have some opportunities to mark make and some children can write recognisable letters, but they do not have enough opportunities to recognise and begin to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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In their daily play, children are beginning to count and recognise numbers to ten, they use number rhymes such as 'five fat sausages' to add and subtract. They solve practical problems when using construction toys or the train tracks. Each session children have access to a good selection of resources for sorting, describing shapes and sizes and making patterns. Their opportunities to use and develop mathematical ideas in the daily routines are quite limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Through well planned topic work, children are learning about their lives and environment. They walk in local fields collecting leaves and plants for an Autumn display. They have visitors such as the Road Safety Officer into the pre-school. They have good opportunities to design and build using different materials. Children enjoy using the computer, but this activity is not supervised sufficiently for them to progress well. Children are learning well about different cultures and festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Each day children are able to use wheeled toys and large play equipment for balancing and climbing: they are beginning to learn an awareness of space. They use bikes with confidence and control. Children use malleable materials such as sand, water and playdough with a variety of tools, which help them to develop their small muscle control. Children are taught to wash their hands when necessary, but are not learning very much about the importance of staying healthy and eating healthy foods.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to explore colours and textures freely, especially when painting at the easels. They match music to movement and can sing songs and rhymes from memory. They use their imaginations when dressing up, but do not use musical instruments or imaginative play to express their ideas as much. They have chances to respond to their senses, for example they play 'sound lotto' and make sweets which they can feel, smell and taste.

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 the planning used fully promotes all areas of learning and shows what children should learn from the activities presented
- increase children's opportunities to begin to recognise and write their names in the daily programme
- provide parents with more planned opportunities to share what they know about their children and to discuss children's progress.

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.