



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226492

DfES Number: 539378

INSPECTION DETAILS

Inspection Date 11/02/2003
Inspector Name Yvonne Chapman

SETTING DETAILS

Setting Name THE PRE-SCHOOL PLAY STATION
Setting Address THE PARISH CENTRE
LEICESTER
LEICESTERSHIRE

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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
<p>The Pre-School Play Station is situated in the Parish Centre in Broughton Astley Leicestershire. The setting serves the village and surrounding areas. The group uses the Broughton Hall and Alan Talbot room within the centre. The pre-school opens from Monday to Friday from 8.45am to 12 noon and on Tuesday and Thursday from 12.30pm to 3pm. The afternoon sessions are for older children and provide preparation for school. The group operates term time only. There are 25 children attending on Monday, Tuesday and Thursday. On Wednesday and Friday a further 25 children attend and a physical play session is offered. The children are aged between two and a half and five years. There are nine members of staff all of whom hold a child care qualification or are working towards one. The pre-school receives Nursery Education grant funding and have support from a mentor teacher. There are currently 28 three year olds, and 24 four year olds on register who are funded. There are two children who have English as an additional language and no children with Special Educational Needs.</p>

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

How effective is the nursery education?

The children are making generally good progress towards the early learning goals. Teaching is generally good Staff interact well with the children and build positive relationships. Knowledge of the stepping stones is increasing through experience and training Policies and practice reflect the staff commitment to children who require additional help. They have realistic expectations of these children and provide appropriate support. Children are observed and assessments completed, staff use these findings to compile a report and check children's progress. However, these observations and assessments are not used to inform planning or provide next steps for children. Partnership with parents is very good This area is given a high priority within the setting. Written information about the setting is clear and available through newsletters, prospectus and a notice board. Parents have opportunities to become involved in their child's learning. They are made aware of topics and areas of the curriculum covered. They are welcome to attend sessions within the pre-school at any time. Parents feel the provision has improved since the last inspection. They value the approachability of staff and feel both they and their children are well supported. Parents are informed of their child's progress and achievements through assessments, progress reports and verbally on a daily basis. Leadership and Management is very good. The setting benefits from strong leadership and effective team work. The leadership of the setting has changed within the last two years. Staff and parents acknowledge and appreciate improvements made. The leader and staff group have worked hard to implement new policies and procedures, which have benefited the group, giving it clear aims and objectives. Staff are given opportunities for training and their personal development is monitored.

What is being done well?

Children's personal, social and emotional development is promoted well. Relationships at all levels are good and staff reinforce appropriate behaviour. Many opportunities to develop physical skills are provided. Staff actively encourage and enable the development of bodily awareness. Partnership with parents is very good. Parents feel supported and appreciate the approachability of staff. Leadership and management is very good. There is effective teamwork and the policies and procedures give the group clear aims and direction.

What needs to be improved?

the opportunities for children to develop personal independence during routine activities such as milk time. develop the curriculum to provide greater opportunities for children to see print within the environment and understand that words have meaning, and use calculation to solve simple mathematical problems. the opportunities for children to express themselves freely in music and dance. the use

of observations and assessments to ensure they influence planning and include next steps for children's learning.

What has improved since the last inspection?

Many positive changes have been made since the last inspection. Staff have had opportunities to attend a variety of training courses in areas of the Foundation stage and they are now becoming more familiar with the stepping stones. Members of staff have also completed training in disability awareness, equality and the use of physical play equipment. The group has purchased equipment to promote communication, language and literacy, mathematical development, physical development and information technology. The children now have access to these materials and staff support children in their use. Parents are more involved in their child's learning and are given information to help them reinforce their experiences at home. Parents are made aware of their child's progress and have access to their records. A key worker system is operation and observations and assessments are completed for each child.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children approach adults with confidence. They display independence in selecting and carrying out activities. However, there are missed opportunities for children to develop personal independence at for example milk time. Relationships at all levels are good. Staff reinforce appropriate behaviour and explain the possible consequences of actions. Children happily share equipment and take turns in activities.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children have opportunity to develop early writing skills in a variety of situations. They have regular access to books, they enjoy browsing, and listen to stories attentively. Children participate as speakers and listeners in group situations. Children are able to hear and say the initial sound in words. They recognise many letters by shape but there are limited opportunities for children to see print within the environment and recognise words have meaning.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children differentiate and match sizes appropriately. They learn about shape through practical activities and recognise shapes of everyday objects. Children use a good range of mathematical vocabulary accurately as they work and play. Children are showing confidence in using number. Many children count and recognise numerals to 10 and beyond. However, there are limited opportunities for more able children to extend their understanding of calculation.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
<p>Children are encouraged to investigate living things and explore the environment. The use of computer and other information technology promote children's interest and they are skilful in use of mouse and keyboard. Children are able to recall past experiences and significant events. They have a growing awareness of other cultures and beliefs through a range of well planned and resourced activities.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children move confidently and competently around the room, and use tools and material safely and correctly. There are well planned activities to develop their physical skills. Staff encourage and support children in learning to ride, balance, throw and catch. They use the equipment independently and as part of team games. Children gain an increasing understanding of how their bodies work and keeping healthy through a range of planned activities.</p>	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
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Staff listen sensitively to the children's 'news' and children freely express their ideas both verbally and through art work. There is little opportunity for children to express their individual creativity through music or dance. Musical activities are regularly planned. The children have a good repertoire of songs, many learnt in relation to topics. Varied role play activities encourage children to recreate situations from first hand experiences.	
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	
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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

Ensure observations and assessments are used to inform planning and move children on to the next stage of learning. Provide more opportunities for children to see written words within the environment, and ensure more able children have regular calculating experiences. Develop the curriculum to ensure children's personal independence is increased in routine tasks such as milk time, and give opportunity for children to express themselves freely in music and dance.