



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 117122

DfES Number:

INSPECTION DETAILS

Inspection Date 26/06/2003
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Honicknowle Playscheme, After School Club & Pre-School
Setting Address Honicknowle Youth & Com Centre
The Green, Honicknowle
Plymouth

REGISTERED PROVIDER DETAILS

Name Honicknowle Commnet Ltd

ORGANISATION DETAILS

Name Honicknowle Commnet Ltd
Address Honicknowle Green
Plymouth
Devon
PL5 3PX

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

Honicknowle Play scheme, After School Club and Pre-School operates from the Honicknowle Youth and Community Centre. The building has recently undergone a major refurbishment programme to improve the interior facilities. Located in a densely populated local authority housing state, the centre is close to all the local amenities. Honicknowle Commnet Limited Playcare has recently taken over the running of the pre-school, which was previously run by a parent committee.

The pre-school is registered for 20 children from 3 to under 5 years. There are 18 children currently on roll, including 12 funded three-year-olds and 7 funded four-year-olds. The group currently supports five children with special needs and special educational needs. The group opens five days a week from 09.30 to 14.45 hours, term time only. The after school club is registered for 24 children aged four to eight years. The group opens five days a week, Monday to Friday, from 15.15 to 18:00 hours, term time only. Currently there are 16 children on roll.

The play scheme is registered for 50 children aged from four to eight years. It operates during school holidays for three days a week from 10:00 to 15:00 hours.

There is a core staff team of five plus regular volunteers. Three members of staff hold the Pre-School Diploma. The group receives support from the Early Years and Childcare Development 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?

Honicknowle Pre-School offers acceptable quality nursery education although there are some significant areas for improvement. Children are making generally good progress in personal, social and emotional development, physical development and creative development. However, their progress towards the early learning goals for communication, language and literacy, mathematical development and knowledge and understanding of the world is limited by some significant weaknesses.

The quality of teaching is acceptable but is limited by some significant weaknesses. The staff have positive relationships with the children, who are confident and increasingly independent. Staff have a generally good knowledge of the early learning goals, but planned activities do not give enough attention to some areas of the curriculum. Staff assess children, but with insufficient detail, limiting their ability to plan next steps for individual children.

The leadership of the setting has undergone some significant changes, and some progress has been made in identifying areas for improvement. However, not all issues have been identified, including the impact on the teaching quality from poor staff deployment. Overall, there are significant weaknesses in the leadership and management of the pre-school as the lack of effective monitoring and evaluation of the educational programme has resulted in limited progress being made since the last inspection.

Staff have generally good relationships with parents, but the partnership between them and staff is limited by some significant weaknesses. They receive only basic information about the programme, and are not sufficiently encouraged to be involved in their child's educational progress.

What is being done well?

- Children's independence and concentration is appropriately fostered.
- Children have a clear sense of taking turns and sharing, and participate in tidy up time.
- Children enjoy a varied programme of well-planned craft and art activities that supports their design, making, and fine motor skills.
- Children's physical development is well fostered through an interesting and varied programme.

What needs to be improved?

- planning to support all children and to extend older and more able children,

particularly in the areas of communication, language and literacy, and mathematical development;

- deployment of staff and organisation of the session to support children's learning, particularly during group activities;
- information given to parents about their child's progress and their involvement in their child's learning;
- the level of detail included in written records about the children's progress towards the early learning goals.

What has improved since the last inspection?

The pre-school has made limited progress since the last inspection. Staff knowledge of the early learning goals has increased, and planning is more clearly linked to the early learning goals. Learning intentions for each part of the session are now identified. A system for assessing children's progress towards the early learning goals has been introduced, although currently insufficient detail is being recorded for each child.

Staff deployment still has significant weaknesses, and children are not grouped appropriately, so they do not receive regular skilled adult support for their learning in some key areas of the curriculum. Some progress has been made in involving parents in the work of the pre-school, but strategies for involving parents in their children's educational progress are ineffective.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal social and emotional development is generally good. They sustain their concentration on self-selected activities well. They experience a number of activities that foster their increasing independence, such as selecting and pouring their own drink at snack time, and self-registration. The children have a clear sense of sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication language and literacy is limited. They are confident speakers, and some can recognise their own and their friends names with ease. Staff make good use of incidental opportunities to extend children's vocabularies. However, children are not regularly encouraged to enjoy books, and story time is poorly managed. The development of their writing skills is hindered by poor planning and a lack of skilled adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematical development is limited. They are confident counters and use numbers spontaneously. They develop a sound knowledge of shapes, measure, space and position, with many children accurately describing up, down, inside, outside, full and empty. However, children do not have sufficient opportunities to learn the language of mathematical problem solving. Poor planning prevents children accessing skilled adult support and does not extend older and more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children progress in knowledge and understanding of the world is limited. They enjoy a varied programme of well-planned craft and design activities and make good use of the computer, which has appropriate programmes to encourage progress across the six areas of learning. However, opportunities to develop a sense of time and place and to learn about difference and diversity, are few in number. Children have limited access to resources to support their understanding of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. They move with confidence, making good use of the varied equipment available to them, such as trikes, climbing frames and mini basketball nets. They enjoy music and movement and show increasing levels of co-ordination and control both in this, and in their use of tools and small equipment. They are learning about their bodies and understand the need for hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their creative development. They enjoy exploring media and materials, and staff actively support their investigations of texture and touch. Children enjoy music, songs and nursery rhymes, although their use of musical instruments is limited, as they are not encouraged to explore variety in volume and rhythm. Children use the role play area and physical development equipment with imagination, regularly inventing games and scenarios.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve planning so that all children, including older and more able children, are sufficiently challenged, ensuring that all elements of the curriculum receive sufficient attention, in particular communication language and literacy and mathematical development;
- improve staff deployment to ensure that children have greater access to skilled adult support for their learning in all parts of the curriculum, particularly in communication language and literacy and mathematical development;
- improve the organisation of whole group activities to ensure all children get the most from them;
- increase the levels of detail in assessments of children's progress, share this information with parents, encouraging them to be more involved.

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.