



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141810

DfES Number: 515849

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Giffard Park Pre-School
Setting Address Community Annexe
Broadway Avenue, Giffard park
Milton Keynes
Buckinghamshire
MK14 5PY

REGISTERED PROVIDER DETAILS

Name The Committee of Giffard Park Pre-School 1027987

ORGANISATION DETAILS

Name Giffard Park Pre-School
Address 43 Rowsham Dell
Giffard Park
Milton Keynes
Buckinghamshire
MK14 5JS

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

Giffard Park Pre-School has been registered for over ten years. It operates from the local community hall and has access to a large hall and conservatory with an enclosed outside play area. It serves the local community and surrounding areas.

The group is open Monday to Friday from 09.00 to 11.50 term time only. A maximum of 32 children aged from 2 to under 5 years may attend at any one time. There are currently 27 children on roll. Of these, 15 three and four year olds are in receipt of funding for nursery education. The pre-school currently supports children who speak English as an additional language. The group are able to support children with special educational needs, but none currently attend.

There are five full time and one casual member of staff, of whom three have early years qualifications. There is currently one member of staff undertaking training.

The pre-school receives support from the Early Years Development Childcare Partnership.

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

How effective is the nursery education?

Gifford Park Pre-school provides good quality nursery education and children are making generally good progress towards the early learning goals. They make general good progress in communication, language and literacy and very good progress in all other areas.

The quality of teaching is generally good overall. Staff have a sound understanding of the stepping stones and the curriculum is planned to cover all areas and aspects of learning. Staff use a good balance of free play and structured activities and link into interesting themes and topics such as Toys and Machines. Learning aims are indicated for focused activities and there is a procedure for evaluation, but this is not always carried out and plans do not indicate how to extend activities for differing abilities. There are missed opportunities to enable children to extend skills especially in writing and the correct formation of letters. Staff support children with English as an additional language very well, seeking additional help as required. Children's behaviour is well managed and staff give clear consistent guidelines. A new system for recording observations is carried out against the stepping stones and enables on going progress to be easily identified.

Leadership and management are generally good with staff following a clear operational plan which delegates roles and responsibilities. They update their knowledge with relevant training and themes and activities are planned in advance. There is no procedure for evaluating the overall provision to ensure planned activities are completed, managed or resourced effectively to maximise children's learning.

Partnership with parents is very good and they are actively involved with children's learning and progress. Home link books are completed half termly and parents are given regular information via key workers and newsletters.

What is being done well?

- Children's social behaviour is encouraged. Children play and learn well together sharing resources when playing with the dolls house and helping each other when building with construction toys. They behave very well, both independently and when working in groups, allowing each other to speak at circle time and listening attentively to stories.
- Children are freely able to express themselves through the good range of creative activities which are offered. Children regularly take part in music and dance and there is always an opportunity for them to free paint, do collage or draw.
- Mathematical skills are developed through regular reinforcement. Children are encouraged to practise number skills in most activities and staff involve

the children in practical ways to do this. After making chocolate cakes with playdoh, at circle time five children are chosen to represent cakes and others bought them, learning how many are left when two or three had gone.

- Children are motivated to learn about themselves and the world around them. They record their observations, completing a graph about the types of transport they used on holiday. They experiment with a range of things, finding out how food dye changes the colour of water and making boats to see which type floats the best.

What needs to be improved?

- focused activity plans, indicating the learning aims for differing abilities
- evaluation of activity plans, to indicate if learning aims have been achieved
- evaluation of the education provision to ensure activities are managed and resourced appropriately, especially in relation to writing and letter formation.

What has improved since the last inspection?

Overall there has been generally good progress made since the last inspection. Staff were asked to review their assessment of children's progress and use this to plan individual targets for children, especially the more able. Recordings are now made against the foundation stage stepping stones, which enables ongoing progress to be highlighted and learning needs to be identified. Learning aims are stated on written focused activity sheets, but do not indicate how staff might extend the more able.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and motivated to learn. They concentrate and persist to complete tasks enjoying completing computer games. They are developing personal independence, confidently choosing activities and pouring their own drinks. They behave well, demonstrate an awareness of the feelings of others and are forming good relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to communicate ideas and feelings; they listen attentively and follow instruction. They are confident in recognising their name and enjoy reading a range of books. All children are beginning to link the sound and shape of letters and are developing emergent writing skills. The more able are learning to correctly form letters, but there are missed opportunities for them to practise this in practical ways such as in daily role play or writing names on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count and recognise numbers, practising at registration time and when playing with playdough. They are developing an understanding of number operation; they know how many more blue bears are needed to be the same number as red bears. They can recognise and name simple shapes and have an understanding of how to measure by weight or length. Children use mathematical language appropriately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and explore objects and features of the world around them. They discuss the daily weather and understand about changing seasons. Children have an understanding about past and future events in their own lives and a growing awareness of their own and other cultures; they celebrate a broad range of traditional festivals. They design and build using a wide range of materials and have access to simple technical equipment to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a developed sense of coordination and control over their body movements; they practise climbing, balancing and jumping. They have an understanding of space and can use equipment with ease, steering bikes and throwing and catching balls. They use a range of equipment with safety and control and have a growing understanding of how their bodies function and keep healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express themselves creatively using a wide variety of mediums. They explore colour and design with paint, collage and construction materials. Children enjoy role play spontaneously making a bus from chairs to go on holiday. They enjoy singing and musical movement; they dance along to background music on computer games. They develop the use of their senses through feeling, tasting and listening activities.

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

- evaluate the written focused activity plans to ensure learning intentions have been met and include how the activity can be differentiated for differing learning needs.
- improve the evaluation of the educational provision to ensure that all activities are managed and resourced appropriately to maximise children's learning, especially in relation to writing and letter formation.

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.