



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 200662

DfES Number: 583366

INSPECTION DETAILS

Inspection Date	10/03/2003
Inspector Name	Anne Felicity Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	LAPWORTH PRE-SCHOOL
Setting Address	STATION LANE LAPWORTH SOLIHULL WEST MIDLANDS B94 6LR

REGISTERED PROVIDER DETAILS

Name	The Committee of Lapworth Preschool Committee
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ORGANISATION DETAILS

Name	Lapworth Preschool Committee
Address	Station Lane Lapworth Solihull West Midlands B94 6LR

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

Lapworth Pre-School is a well established voluntary group, that is registered to offer sessional day care for thirty children, aged two to five years.

The pre-school moved to new purpose built premises in the grounds of Lapworth Primary School three years ago. There is a safely enclosed outdoor play area and the group has the use of the school grounds.

The group serves the local community in the village of Lapworth, the surrounding rural area and neighbouring villages.

The setting is open from 9.15 am to 12 noon on weekdays during term time. A toddler group operates on Wednesday afternoons.

The children are grouped according to age, with younger children in a separate room. The setting has twenty seven, three and four year old children on roll, twenty two of whom receive funding. There are no funded children for whom English is an additional language or with special educational needs.

There are five members of staff working with the funded children. One of the supervisors is a qualified teacher and other members of the staff team hold appropriate early years qualifications or are working towards a qualification. The pre school teacher and five members of the staff team are new in post since the last education inspection.

The children learn through play.

Support is offered by the local advisory teacher from the local Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Lapworth Pre School offers very good quality nursery education for three and four year old children. The setting has a very welcoming and stimulating environment, where children enjoy learning through a wide range of interesting activities. Strong relationships and effective teaching helps the children to make very good progress through the stepping stones towards the early learning goals. An interesting programme for physical development is in place. However, children have limited opportunities to use climbing equipment.

Teaching is very good. Staff have high expectations of the children and children behave very well. Staff take advantage of training opportunities and show a sound understanding of the early learning goals. They ensure that the children find learning an exciting experience through careful planning and appropriate use of resources. The needs of all children are carefully considered and the teaching adapted accordingly. Although there are currently no children with special educational needs, there is an effective system in place to provide good support.

Leadership and management are very good. All staff are involved in the planning of activities and the organisation of resources. The setting is constantly reviewing the educational programme to ensure it is meeting the needs of individual children.

The partnership with parents is very good. Staff have many good opportunities to exchange information about a child's progress and attainment. Parents are well informed about the activities in the setting and are enthusiastic in supporting their children's learning.

What is being done well?

- staff create a secure and happy environment, with strong relationships between parents, staff and children;
- there are high expectations of the children and they behave very well;
- children's natural curiosity is enhanced through the provision of a wide range of stimulating activities and resources. They are encouraged to use their senses freely and develop investigation skills;
- staff are secure in their knowledge of the stepping stones towards the early learning goals, organise sessions well, enabling children to concentrate on worthwhile activities;
- observations and assessments are used well to inform planning, to meet individual learning needs;
- children's communication and mathematical development are well supported with staff setting challenges that increase thinking and skills.

What needs to be improved?
<ul style="list-style-type: none">● the opportunities for children to develop climbing skills.

What has improved since the last inspection?
<p>The setting has made very good progress since the last inspection. A key worker system has been introduced and staff record observations and complete assessments regularly.</p> <p>The comprehensive planning now in place makes good use of observations, assessments and evaluations, to ensure the learning needs of individual children are met.</p> <p>The programmes for personal, social and emotional development and mathematical development are now very good.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

This is a strong area of learning in which progress is very good. Aspects of personal, social and emotional development permeate all areas of learning. Strong relationships with staff have a positive effect on learning; children behave very well. Children are becoming more confident and concentration is very good working alone or in groups. Children show increasing respect and care for others through well planned activities and discussion. Increasing personal independence is encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Very good progress is made in this area. Children are becoming clear confident speakers and good listeners. Very good use is made of the comfortable well resourced book area, children enjoying group story telling, looking at books alone or with friends. Very good role play opportunities encourage the extension of vocabulary and early writing skills. Children link sounds to letters in planned and routine activities. Children are making good progress in writing and reading their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Progress in mathematics is very good. Learning is based in carefully planned, meaningful activities and using incidental opportunities as they arise during all activities. Quick progress is made in learning about numbers, all children are able to count and recognise numbers reliably to 12. Children are beginning to use mathematical language well and to complete simple calculations. Children learn about shape, space and measure, making very good progress as a result of good staff interaction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. They explore the natural world on walks and have many opportunities to observe features and changes in plants and living things. They are naturally curious and keen to ask questions, as they investigate the world around them and observe change in planned activities, cake making for Red Nose Day. Good use is made of technology, with many opportunities for children to become familiar with key boards, telephones and a computer to aid learning.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Progress in physical development is generally good. Children enjoy outdoor play and participate confidently in music and circle games. Staff plan a wide range of physical activities which develop skills, bike riding, obstacle courses, catching and throwing. Good emphasise is placed on using a variety of tools with increasing skill, but opportunities to develop climbing skills are limited. They move confidently and safely during play and are increasingly able to manoeuvre wheeled toys outside.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Very good progress is made in this area. Staff achieve a balance between showing new techniques, bubble painting and allowing children freedom to create from their imaginations, free painting and role play. Children are encouraged and supported to select a wide variety of creative materials and tools. Children use musical instruments regularly and enjoy singing enthusiastically.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- provide regular opportunities for children to develop climbing skills.

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.