



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 402132

DfES Number: 523698

### INSPECTION DETAILS

Inspection Date	16/02/2005
Inspector Name	Susan Catherine McGarry

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Spring Lodge Playgroup & Out of School Clubs
Setting Address	Spring Lodge, Powers Hall End Witham Essex CM8 2HE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Spring Lodge Community Centre 301438
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### ORGANISATION DETAILS

Name	Spring Lodge Community Centre
Address	Spring Lodge Powers Hall End Witham Essex CM8 2HE

## 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

Spring Lodge Pre-School and Out of School Facility is owned by Witham Community Association. It opened in 1990 and operates from a room within Spring Lodge Community Centre in Witham. It is a multiple provision providing a pre-school, out of school club and holiday play scheme. The premises are situated in a large building on the outskirts of Witham. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open from 09:15 to 11:45 and 12:15 to 14:45 during term times. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 to under 5 years on roll at the pre-school. Of these, 16 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a small number of children who have special needs and who speak English as an additional language.

The pre-school employs seven staff. Five of the staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

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

### **How effective is the nursery education?**

The provision for nursery education at Spring Lodge Pre-School is of a good quality. It enables children to make generally good progress in all the areas of learning.

The quality of teaching is generally good. Good relationships are being developed between children and staff. Staff have appropriate expectations of children's behaviour and encourage their independence in most areas. This is providing children with opportunities to build their levels of self-esteem and confidence. Children explore and can make decisions about their play alongside the opportunities presented to them to take part in adult-led activities. Staff use their knowledge of the Foundation Stage to produce planning which includes long, medium and short term plans. This covers all the areas of learning and meets the needs of most 3 and 4-year-old children. The outdoor play area is used but its potential is not fully realised. Challenge is not always being consistently presented to 3 and 4-year-old children. There is some evaluation included in the process.

Children's progress towards the early learning goals is being recorded. This is based on the stepping stones. Information from the assessment records is not being used sufficiently well enough yet to identify individual children's needs within the planning.

Leadership and management is generally good. Staff work together co-operatively. They are being given good levels of support from the Community Association with regard to training needs and time is allocated for planning. Links have been established with local schools, PSLA and Early Years Development workers.

Partnership with parents is generally good. Parents are kept informed about the setting. Staff provide on-going information about the children through daily contact but there are no formal procedures in place to share information with parents about progress being made. Parents are provided with their children's records when they go onto school.

### **What is being done well?**

- Children are building their levels of self-esteem and are beginning to form positive relationships with each other and adults. They are able to make some decisions about their play and enjoy the company of the staff who respond sensitively to their needs.
- Children are learning about number through a broad range of practical activities. This includes number songs and rhymes, cooking and creative activities linked to topics.
- Children are beginning to be able to move confidently, imaginatively, safely and with some control and co-ordination. They are provided with additional opportunities for PE sessions in a large hall.

- Children are using their imagination during their play. They have large and small scale resources which maintains their interest and they become involved in their play with each other and when adults join in with them.

#### **What needs to be improved?**

- the short term planning to provide a clearer indication of the use of the outdoor play area and the identification of appropriate challenge for all 3 and 4-year-old children
- the opportunities for parents to become more informed and involved with their children's learning.

#### **What has improved since the last inspection?**

Generally good progress has been made in addressing the key issue identified at the last inspection.

The effectiveness of the session plans has been improved by the link between the activities planned and the stepping stones in the six areas of learning. These are identified on the short term plans provided by the staff. Through updating their knowledge and understanding of the Foundation Stage, by completing level 3 childcare courses and accessing support from PSLA and the EYDCP development worker, the staff have reviewed and re-organised their long, medium and short term planning.

The current short term plans include an identified stepping stone for each day however, there is no cross-referencing taking place yet to include other relevant stepping stones and little account taken of the individual needs of 3 and 4-year-old children within each of them.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming secure and confident. They are forming positive relationships with adults and each other and approach adults for support when needed. They can access and select some resources. Good levels of involvement are taking place during their imaginative play. Children show an interest in the activities and play experiences provided by adults. Children's personal independence is not always being fully extended. They have an awareness of the behavioural expectations when reminded.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use their communication skills well to express themselves in their imagined experiences and thoughts with each other and adults. They are being introduced to new vocabulary. They are beginning to be able to find their names when they first arrive and a few are becoming aware of sounds and letters. There is access to a range of books. Children experiment with handwriting and mark making. There is sometimes insufficient challenge provided in activities linked to reading and writing.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to recognise and use some numbers when counting and take part in various practical situations. They are sometimes encouraged to do simple addition and subtraction tasks. Children explore shape when using construction toys and in matching and sorting games. They experience size and measure through their role play, the use of sand and water and when cooking. More able children are not always being challenged enough when using number, problem solving and through calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy using their senses to explore objects and materials which are made accessible to them. They use a range of construction toys and recyclable materials to build with. Some tools are used to cut and join materials such as scissors and glue spreaders. Children have some access to a computer and calculators. They are provided with an on-going opportunity to begin to learn about their own culture and beliefs of others and gain a sense of time and place through talking with adults.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children run and move confidently with some control during games and activities. They show some respect for each others personal space when playing. Children can practice and refine their skills using small and large equipment such as bikes and balls. They are beginning to handle tools, malleable materials and objects with increasing independence and control through a range of practical activities offered to them. Staff talk to the children about good health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use and express their imagination through many role-play opportunities and become involved in their play. They use and explore paint and other materials. Staff provide planned activities but also give them some opportunities to independently explore for themselves. Children enjoy musical activity including singing and using musical instruments. Children are provided with opportunities to respond to experiences using their senses for example when tasting fruit and touching ice cubes.

**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**

- continue to develop the short term planning based on information provided from children's assessments, to extend the opportunities for learning in the outdoor environment and provide enough challenge for all children
- consider more ways of involving parents in their children's learning and providing them with information about their progress towards the early learning goals.

*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.*