



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 203565

DfES Number: 511924

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Gillian Jefferson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ducklings Preschool
Setting Address Notley Green Community Centre
Notley Green
Braintree
Essex
CM77 7US

REGISTERED PROVIDER DETAILS

Name The Committee of Notley Green Community Association
(NGCA)

ORGANISATION DETAILS

Name Notley Green Community Association (NGCA)
Address Community Centre, Notley Green
Great Notley
Braintree
Essex
CM77 7US

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

Ducklings Pre-school is committee run. It opened in 1995 and operates from a purpose built room at the back of the local community centre. It is situated in the village centre of Great Notley to the south of Braintree, near to a supermarket, shops and playground. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:00 and 12:30 to 15:00 for 36 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 65 children from 2 to 5 years on roll. Of these 37 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs.

The pre-school employs five staff and two bank staff to cover emergencies. Five of the staff, including the manager hold appropriate early years qualifications. The pre-school receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP), the Area Special Needs Co-ordinator and is a member of the Pre-School Learning Alliance (PSLA).

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 Ducklings Pre-School is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff work hard to successfully create a stimulating learning environment for each session. Importance is given to the children's achievements and creative work through thoughtful display of their creations. Children develop a high level of independence in their learning. Their imagination is captured by the exciting and diverse opportunities made available, which are used to promote their involvement in new and familiar experiences. All staff have a secure knowledge of the Foundation Stage and are adept in enabling learning across all areas through child lead play. Planning is clearly linked to the early learning goals, with specific learning intentions highlighted for adult lead activities. The keyworker, observation and assessment system provides a consistent programme, ensuring all staff are well informed about the children's level of development at all times. This in turn enables them to set appropriate challenges through skilful questioning; adapting their interaction to meet all the children's individual needs, including those with special education needs. Staff are deployed sensitively to model and reinforce the children's behaviour, which is very good.

Leadership and management is very good. There is a strong team spirit and shared approach to children's care and learning. All staff are actively involved in planning and assessment. The group has well-established effective systems to monitor, develop and maintain the high quality of their provision for nursery education.

Partnership with parents/carers is very good. A wealth of high quality information about the setting and children's progress is readily available to them. They are actively involved in their children's learning and are knowledgeable about what the children do and are taught.

What is being done well?

- The group have good strategies to monitor, develop and maintain the high quality of their provision. Regular team meetings are used to discuss delivery of the curriculum and staff adjust planning for the activities accordingly. They are also proactive in addressing any areas that they feel are not working effectively.
- The staff team use observations and assessment strategies during adult lead activities and keyworker time to monitor the children's progress towards the early learning goals. Staff are clear about children's skill levels at all times, which enables them to meet children's individual needs, set appropriate challenges and provide greater continuation in their development.

- Staff demonstrate a clear understanding of the Foundation Stage and how to interact with the children during their play. They adapt questions and sensitively support children, allowing them develop independence, but staff know when to offer direct teaching to help children move on.
- Staff work very hard each day setting up the stimulating learning environment. There is easily accessible storage which allows children to have independence in their learning and make free choices of equipment. Staff are inventive in devising and offering exciting learning opportunities using the many resources.
- Parents and carers are very knowledgeable about the provision and their children's progress. They are kept informed by verbal feedback, newsletters with topic information, notices, home-link books and through sharing reading books from the setting with their children. The group also offer parents/carers' evenings to discuss children's development on a one to one basis with their keyworker.

What needs to be improved?

- opportunities for children to experience the work of well known and/or local artists.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

Planning documents are now closely linked to the early learning goals, indicating learning intentions and supporting staff in adapting activities to meet each child's level of development.

Children have independent opportunities to attempt writing as part of their imaginative and free play activities. During the visit there were several examples, including some children writing menus and orders for the Chinese restaurant role play area, and others making notes whilst pretending to be builders who had come to 'mend the ovens.'

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form strong relationships. They are highly independent and aware of their own needs and those of others. They are genuine in their concern for others and enjoy supporting one another in their play, e.g. helping less able children do complex jigsaws. They are excited by familiar and new opportunities, being confident and enthusiastic learners. They can remain absorbed in activities of their own choosing for long periods. Visitors help promote their understanding of the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are skilful and clear in their communication with others, freely sharing their ideas and feelings. They learn to link sounds and letters, bringing in objects from home that start with a specific sound. They practise writing freely at the writing table, as well as naming their work and making notes and menus in their role-play. Keyworker activities support their handwriting and more able children write with many clearly recognisable letters. They enjoy stories and taking books home.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children freely use number labels, count and compare number groups in their play and everyday activities. They develop very good early calculation skills, learning from the modelling of staff. Children have a high level of understanding of volume, measure, and size, from practical activities and use their knowledge within their free play. They recognise a wide range of 2D shapes. They learn to solve problems with number and mathematical ideas, such as making sure there is sufficient equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are involved in a vast amount of exploration and investigation of familiar and new resources and materials on a daily basis. They solve practical problems for themselves when constructing models. They are competent in their use of the computer and software packages. Children are involved in activities and discussion that develop their sense of time and place. They enjoy the activity and visitor programme used to promote their awareness of a range of cultures, e.g. Chinese writing.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Daily opportunities are provided for children to develop their physical skills, both indoors and out. They move in different ways, finding a safe space and path around others. Children use a wide range of equipment and tools with a high level of skill. Their good hand-eye coordination allows them to adapt techniques to use less familiar and complex tools, such as chopsticks, and weaving ribbons through fencing. Children are aware of healthy practices and the impact of exercise on their body.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are extremely imaginative in their artwork, music and role-play. They link media to develop their artwork and play. They introduce stories to work cooperatively together for enhanced role-play. Children are encouraged to respond to different forms of music, moving freely to create dances in time with the music. Children enthusiastically sing a range of songs, sometimes spontaneously in their play, such as the 'Bob The Builder' song when they pretend to mend things.

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:

- *The are no significant weaknesses to report, however, consideration should be given to improving the following:*
- *consider providing opportunities for children to experience the work of well known and/or local artists to further enhance their creativity.*

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.