



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122646

DfES Number: 522736

INSPECTION DETAILS

Inspection Date	23/02/2004
Inspector Name	Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Leigh Lollipops
Setting Address	Abbots Pass Hall, Dawes Green Leigh Reigate Surrey RH2 8NP

REGISTERED PROVIDER DETAILS

Name	The Committee of Leigh Lollipops
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ORGANISATION DETAILS

Name	Leigh Lollipops
Address	Abbots Pass Hall, Dawes Green Leigh Reigate Surrey RH2 8NP

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

Leigh Lollipops has been an established group in the village of Leigh for over 20 years.

It operates from the village hall and serves children from the local community and surrounding villages. Children have access to a large hall and small adjoining rooms. Toilet facilities are available and staff have use of a kitchen. An enclosed rear garden is available for outdoor play.

There are currently 26 children, aged from 3 years to 4 years on roll. This includes 12 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The group makes provision for children with special educational needs. At present, there are no children attending for whom English is an additional language.

The group is open, during term times only, from 09:00 - 12:00 on Monday, Tuesday, Thursday and Friday and an extended session is available on Wednesday until 12:45.

Four members of staff work with the children. Two members of staff hold recognised early years care qualifications and one staff member is currently undertaking training. Two members of staff hold a valid first aid certificate. The group receives support from the Surrey Early Years and Childcare Service.

The group offers traditional early learning techniques, with emphasis placed on learning through play.

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

How effective is the nursery education?

The provision of nursery education at Leigh Lollipops is acceptable but has some significant weaknesses. It enables children to make generally good progress towards the early learning goals in personal, social and emotional development; communication, language and literacy; physical and creative development. However, there are significant weaknesses in the programmes for mathematics and knowledge and understanding of the world.

The quality of teaching has some weaknesses. Staff plan a variety of interesting and practical activities and resources are organised to encourage children to make choices. All staff engage in conversation with children to develop and extend language skills. Free play activities for funded children are presented in an enthusiastic and interesting manner, but older/more able children are not extended or provided with sufficient challenge, particularly in aspects of literacy and mathematics. Staff are aware of the early learning goals but the current assessment format does not always reflect children's individual progress towards each stepping stone of the Foundation Stage. The assessment records are not actively used to plan for children's individual learning needs.

Leadership and management of the setting has some significant weaknesses. Due to recent staffing issues, the supervisor is currently undertaking all responsibilities and some areas of assessment and planning are missing detail. Although staff training is actively encouraged, at present no staff have been able to attend further training to ensure their knowledge and skills are kept up-to-date. The staff team is very proactive to addressing areas of weakness and making on-going improvements in all areas of practice.

The partnership with parents and carers is generally good. Parents are greeted warmly by staff and are informed of curriculum activities and topics. Limited information is given to parents about the early learning goals and the Foundation Stage.

What is being done well?

- Children's speaking and listening skills are given good emphasis. Children are confident speakers and they are developing skills in using language to negotiate in their play with each other and to communicate their needs.
- The homely and relaxed atmosphere and friendly staff help children to develop good social skills. Children are learning to choose resources, share, be independent and to take care of their personal needs.
- Children develop good physical skills and use different tools, equipment and apparatus with increasing confidence. They show good co-ordination and are able to move safely, showing control.

What needs to be improved?
<ul style="list-style-type: none">● the system for curriculum planning and assessment, to enable staff to accurately observe and record children's progress and therefore plan for the next stage of learning for each child● the programme of mathematical activities and the resources available for children to explore mathematical concepts in both a structured and practical format● the organisation of activities to ensure provision is made to extend the learning of older/more able children● staff's understanding of the early learning goals and the Foundation Stage● the physical environment to enable children to see that print and text carry meaning.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and easily engage in conversation with staff and their peers during daily routines and planned activities. Children's behaviour is very good and they have positive attitudes towards learning, showing interest and curiosity. Their skills for looking after themselves are developing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers; their ability to talk and negotiate with others is good. They listen to stories and show good concentration. They contribute confidently towards group discussions and some are able to re-tell familiar stories. Children recognise their first names and are beginning to write these correctly with well-formed letters. However, insufficient provision is made within the physical environment to show children that print and text carry meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are able to count to 10 and beyond. However practical play situations and the daily routine activities are not sufficiently utilised to extend children's understanding of mathematical concepts such as simple addition and subtraction. Limited resources and insufficient activities, inhibit children's understanding of mathematical concepts such as sorting, shape, size and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children build and construct using a variety of resources. They talk about events in their own lives, such as a new baby in the family. Children recognise and are able to talk about their local environment and are developing an understanding of people within the community. Children respond enthusiastically to the current theme of safety and show a good understanding of basic road safety. There are limited images on display, which reflect diversity within society positively.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently showing a good awareness of space and others. Good use is made of the outdoor area where children enjoy using the bicycles and the sit and ride toys. Children handle tools such as pencils, brushes and scissors with increasing skill. Children are developing a good understanding of how their bodies work and the importance of staying healthy, through planned curriculum activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a variety of creative materials, such as paints, pencil, collage and crayons. The theme of the role play corner is frequently changed to maintain interest. Music sessions are enjoyed on a regular basis and children have access to a selection of percussion instruments.	
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 the use of assessment and observation records to help inform the planning of all activities and themes, to include extension activities for the older/more able children
- increase the amount of mathematical resources and include exploration of mathematical concepts throughout the daily routine and planned activities
- review the learning environment, to enable children to recognise that print and text carry meaning and that displays and interest tables are supported with relevant resources and are easily accessible to children
- ensure all staff are able to keep their knowledge and skills up-to-date and develop a thorough understanding of the Foundation Stage

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.