



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 203397

DfES Number: 518799

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Amanda Jane Gray

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Frypa Rascals Preschool
Setting Address Frypa Hall
The Fryth
Basildon
Essex
SS14 3PL

REGISTERED PROVIDER DETAILS

Name The Committee of Frypa Rascals Pre-School 1019273

ORGANISATION DETAILS

Name Frypa Rascals Pre-School
Address Frypa Hall
The Fryth
Basildon
Essex
SS14 3PL

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

Frypa Rascals Pre-School opened in 1969. It operates from a large hall situated on the outskirts of Basildon town centre. The pre-school serves the local area.

There are currently 48 children from 2 to 5 years on roll. This includes 24 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. There are no children currently attending who have special needs or who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12:30 Monday- Friday and 13:30 until 15:30 Tuesdays and Thursdays.

Nine members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Five staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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 Frypa Rascals Pre School is good. It enables children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff provide interesting and appropriate activities to help children learn. Children behave well in response to the high expectations and sensitive support of staff. Activities are well managed, sustaining children's interest, imagination and participation. Staff interact well during children's play, explaining and questioning children to further their learning. Children are provided with continual praise and encouragement, fostering good self esteem. Staff have a clear knowledge and understanding of the early learning goals, however children's assessments are not effectively related to the stepping stones.

Leadership and management is generally good. There are ongoing opportunities for staff development providing an enriched learning environment for children. The manager and staff are committed to the improvement of care and education for all children. However, there are no procedures currently in place to monitor and evaluate the provision for nursery education within the setting.

Partnership with parents is generally good. Staff provide a welcoming environment and parents are able to discuss their child's development regularly. There are many positive comments from parents about their children's care and education, however, they are not always encouraged to become involved in their children's learning.

What is being done well?

- Children are interested, excited and motivated to learn. They are confident and curious. They communicate well with staff and each other, often initiating conversation. They are motivated to explore the range of resources and activities provided. Children are inquisitive and like to ask questions about how things work and why things happen.
- Children continually interact with staff and peers. Aspects of children's spoken language is developing well. They are learning to negotiate and express their imagined experiences during role play.

What needs to be improved?

- the children's assessment to help plan for the next stages in their learning
- the involvement of parents in their children's learning
- aspects in the programme for mathematical development, in relation to shape, space and measure

- systems for the monitoring and evaluation of the nursery education provided.

What has improved since the last inspection?

Generally good progress has been made since the last inspection with the three key issues identified:

The pre-school was asked to provide more opportunities for children to recognise and write their names with correct letter formation and use of upper and lower case letters.

On arrival children match their names on a pin board. Children also have to find their names prior to having a snack. Key workers encourage children to use the writing table and to trace their name. There are various activities used to encourage children to write their names. These include finger painting, sand writing and the use of some worksheets.

The pre-school was also asked to strengthen the programme of personal, social and emotional development by providing opportunities for children to experience different cultures, traditions and beliefs.

Staff ensure that multi cultural issues are incorporated into the programme on a daily basis, and within themes.

The setting was also asked to include within the programme for physical development, opportunities for children to balance.

Various pieces of equipment have been purchased and borrowed that allow for children to develop balancing skills, this includes a balancing beam.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to speak in familiar group situations and will sit quietly and concentrate when requested to do so. Children work well as part of a group and will take turns and share fairly. They are forming good relationships with peers and adults and are encouraged to be sensitive to one another. However, further opportunities which could be provided for children to develop social skills at snack time. Children have personal independence and are able to select their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children continually interact with staff and peers, negotiating and asking questions. They handle books well and are beginning to understand the concept that print carries meaning. Children are beginning to ascribe meaning to marks on paper when drawing, however, opportunities are limited for them to use writing as a means of recording and communication. Children enjoy linking sounds and letters in the many games provided.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are showing an increasing interest in numbers and counting. Many children can confidently count up to ten and are developing an understanding of simple addition and subtraction, eg. in the home corner, where they incorporate this skill within role play. Children are beginning to use positional language and to compare 'big and little'. However, there are few opportunities to talk about shapes or develop an awareness of symmetry and measure, particularly in height, length, weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have some opportunities to look at similarities, differences, patterns and change. They are developing good designing and making skills and can talk about what they are intending to make. There are opportunities for children to learn about their own culture and beliefs, and those of other people. Children are able to talk about significant events in their lives, and are demonstrating an increasing awareness of the passage of time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are showing an awareness of space and move around the room and garden with confidence and safety. They use a range of small and large equipment and explore malleable materials by patting, stroking, squeezing and twisting. Children can jump off an object and land appropriately and are developing good balancing skills. They are beginning to recognise the changes that happen to their bodies when they are active, and will ask for drinks after physical play.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well. They use available resources to create props to support their role play. Children explore colour and texture well, making collages, painting and drawing. They work creatively on a large or small scale. Children have some opportunities to experience music, exploring how sounds can be changed, creating movement in response to music and moving rhythmically. Children join in well with singing and will sing many songs from memory.

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

- develop the use of children's assessments so that regular observations of what children do and understand can be used effectively to identify the next steps of learning, and build upon what children already know. Ensure that these assessments are related to the stepping stones
- encourage parents to become actively involved in their children's learning
- provide further opportunities for children to develop their skills in shape, space and measure. Organise activities and resources to develop their awareness of height, weight and length, symmetry and exploration of 2D and 3D shapes
- devise and implement a system for monitoring and evaluation of the nursery education provided.

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.