



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 317497

DfES Number: 518428

INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Michael, David Charnley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Croftlands Pre-School Nursery
Setting Address	Croftlands Infant School Oakwood Drive Ulverston Cumbria LA12 9JU

REGISTERED PROVIDER DETAILS

Name	Croftlands Pre-school Nursery 1051872
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ORGANISATION DETAILS

Name	Croftlands Pre-school Nursery
Address	Croftlands Infant School Oakwood Drive Ulverston Cumbria LA12 9JU

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

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

How effective is the nursery education?

Croftlands Pre-school provides good quality nursery education where children make generally good progress towards the early learning goals. They are making very good progress in four of the six areas.

Teaching is generally good. Staff have a good knowledge of the foundation stage and use the stepping stones to support planning. Planning is less effective in two areas: communication, language, literacy; and mathematical development. There are good systems for observing children's progress although steps to determine what children need to learn next are not clearly specified. Staff share positive relationships with children. Activities are well managed and staff engage in children's play and conversation. They encourage learning through a range of appropriate questioning during children's free play and group activities. Staff occasionally do not fully exploit learning situations. The activities provided are interesting and varied with resources set out in order to encourage children's growing independence. Behaviour is challenged and managed in a way that is positive and sensitive.

Leadership and management is generally good. Staff are clear about their roles and responsibilities. Staff support each other well and work efficiently as a team. Staff development is encouraged through training. Staff regularly exchange information regards children's progress and discuss future planning as a team, however these systems are not entirely effective. There are good strategies in place for assessing the strengths and weaknesses of teaching practices.

Partnership with parents is very good. Positive relationships exist. Parents value the service and hold staff in high regard. Good information is provided on the educational provision. Parents are encouraged to contribute and support children in their learning. They are kept well informed of their progress.

What is being done well?

- Staff are enthusiastic and show a good commitment to developing the provision as a whole. This is exemplified by the regular review of teaching methods, the implementation of a good key worker system, which focuses on children's learning.
- Staff's welcoming and friendly attitude aids children's sense of security and well being. Children are happy, confident individuals who enjoy working with staff. During a memory game, for example, children with excitement identify the missing item from the basket. They work well as a group and take turns.
- Staff act as positive role models towards the children, intervening quickly to diffuse situations in a calm and constructive manner. Children are encouraged to apologise for their actions. During routine activities children make comments such as 'I am going to be your friend' and 'we are good

boys', a sign that they are developing a sense of respect and concern for one another.

- Through the provision of well planned activities children learn about the world in which they live and the tradition of other cultures. Children, for example, sample foods from Mexico and learn about America's thanksgiving day.
- Children use their imagination well particularly in the role play area. Children imitate the parental role by practising the ironing technique and folding the sheets, they pretend to pour the tea and serve meals out. They enjoy acting out story lines from books such as 'Handa's Surprise' and 'The bear hunt'.

What needs to be improved?

- the opportunities for children to mark make in various play situations and learn more about linking sounds to letters as part of everyday activities
- opportunities for children to learn about simple problem solving skills as part of the routine activities
- the assessment systems to show what children need to learn next.

What has improved since the last inspection?

The setting has made very good progress since the last inspection in addressing the four key issues identified.

In relation to the first key issue the setting now provides numerous opportunities to develop children's ability to recognise and write their names. These include children identifying their name cards at snack time, associating letters in their name with pictures and practising writing their name in the sand, during painting activity and on completion of their work. Examples of children's work and observations in practice indicates that children are progressing well in these areas.

In relation to the second key issue the setting use resources indoor to support the children's development in climbing and balancing. The setting has purchased specific indoor equipment to meet this aspect of learning. The opportunities available are illustrated in the planning folder for physical education and photographs indicate children's enjoyment in such activities. Children for example, crawl through the tunnel, use climbing apparatus to develop their gross motor movements and balance along the beam during the obstacle course.

In relation to the third key issue the setting now provides: resources for children to discover how things work, why things happen and opportunities to develop their interest in the past and present. Children with interest and curiosity explore the 'discovery box' containing objects such as torches, keys, locks and whisks. Children learn about the past and present by observing features in the local environment such as old cars and buildings, comparing these to modern day structures and technology.

In relation to the fourth key issue the setting has devised positive ways in which to involve parents and carers in their children's learning. This includes a home link system whereby parents are encouraged to read with their children at home and support them in the completion of simple homework tasks such as linking sounds to letters.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children display good levels of involvement and sustained interest in activities. Older children separate from their main carers with confidence. Children form good relationships with their peers and adults. Children show a sense of belonging and adapt well to changes in routine. They work well independently and in small group situations, learning to co-operate and share. Children have a developing awareness of right and wrong. Children learn to use good manners and show concern for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use talk well to express their ideas, real and imaginary experiences. Children engage in meaningful conversation at snack time. They show attentive listening at story time and with increasing ability learn to recall. Children learn about letter sounds at circle time, however situations are not fully exploited to extend children's thinking in this area. Children form recognisable letters as they practice writing their names, however do not often attempt writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children take an interest in number and willingly touch count up to 10 with some beyond. They enjoy number rhymes. Children learn about size, shape and measure through everyday and planned activities such as comparing the hands on the clock, using mathematical language 'bigger' and 'smaller' in the process. Children recognise simple flat shapes during their play, however they do not often engage in simple problem solving activities such as comparing groups during their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy construction activity, joining and balancing pieces skilfully to create the desired structure. Children learn about nature and explore features of the environment as they travel on the bus to the library, visit the dock museum and butterfly world. Children learn about their own culture and others as they celebrate a range of festivals. Children perform simple functions using the phone to talk and magnifying glass to view. Children are developing an interest in using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children with pleasure move confidently and safely, adjusting their speed and avoiding obstacles. They show good spatial awareness as they find a cushion to sit on at story time. Children manoeuvre wheelie toys with good balance and co-ordination. They learn about the effect on our bodies during 'warm up' exercises. Children handle a good range of tools with increasing accuracy and skill. Children manipulate malleable materials well by patting, poking, squeezing and shaping the play dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture through a wide range of media and materials. Children learn what happens when they mix colours. They express their creativity through dance, role play and the use of musical instruments. They use their imagination well, particularly in small world and role play. Children have daily opportunity to express themselves using art and craft materials. Children enjoy sticking and gluing. Children take an interest in what they see, feel, smell, hear and touch.

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

- provide opportunities for children to compare groups and understand the concepts of more and less in practical situations
- provide opportunities for children to mark make for a variety of different purposes and take advantage of spontaneous situations to promote children's understanding of linking sounds to letters
- develop further the assessment systems and ensure the next steps for children's learning are specified and used to inform future planning.

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.