



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 142959

DfES Number: 512743

INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Mary Daniel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sunny-Ile Preschool Playgroup
Setting Address	Greenfylde School Ilminster Somerset TA19 0DS

REGISTERED PROVIDER DETAILS

Name	The Committee of Sunny Ile Pre School Playgroup
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ORGANISATION DETAILS

Name	Sunny Ile Pre School Playgroup
Address	Sunny Ile Pre School Playgroup Greenfylde School Ilminster Somerset TA19 0DS

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

Sunny Ile Pre-school operates from a large portacabin in the grounds of Green Fylde Primary school, close to the centre of the town of Ilminster. The children attending have the use of the main play room, with built-in toilet area and kitchen facilities, the school hall and the school playing fields.

This parent-committee run pre-school is registered for 24 children aged 2 to 5 years and there are currently 35 children on register. The group is open each weekday from 09:00 to 11:45, with variable lunch club sessions from 11:45 - 12:45, and afternoon sessions from 12:45 -15:30 during term time.

The pre-school is in receipt of Government funding for three and four-year-old children and there are currently 25 funded children on roll. The group cater for children with special educational needs and those with English as an additional language.

There are six permanent members of staff who all hold childcare qualifications and five relief staff. The group is a member of the Early Years Childcare and Development Partnership and receives support from the childcare advisors.

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

How effective is the nursery education?

Sunny Ile Pre-School offers good quality nursery education overall, and children are making generally good progress towards the early learning goals. Staff form good relationships with children and give a positive, reassuring approach to play which impacts well on their learning.

Teaching is generally good. Staff use effective questioning well to help children think, and support those with particular educational needs in liaison with parents. Staff plan interesting weekly topical activities, but the overall planning and assessment system does not effectively support them in setting suitable levels of challenge for all children or in providing a full range of activities to cover all areas of learning. Staff praise children and give clear explanations, but some large group activities, such as register time, are not effectively organised to encourage children's interest and they become easily distracted. A good variety of physical play experiences are provided, for example, with regular obstacle courses to challenge children's developmental skills. Staff work well together as a team, and maintain clear daily routines, which positively contribute to helping children, feel secure.

Leadership and management is generally good. The parent-committee support staff well in their roles and encourage ongoing training. Group policies are updated, but some procedures are not sufficiently organised to monitor and support the pre-school in continual improvement. Strong links have been formed with the local primary school, which supports children's transition very well.

Partnership with parents is generally good. Staff form good relationships with parents and provide regular opportunities to discuss children's developmental progress. Parents receive details of half-termly themes, but there is limited information offered on the daily activities provided, or how these are linked to the Foundation Stage of Learning.

What is being done well?

- Children enjoy their physical play opportunities. They skilfully manoeuvre the ride on toys around the playground, and are beginning to stop and start with control. Children confidently balance and climb very well across the obstacle course, and are developing good hand-eye co-ordination as they cut and stick their pictures.
- Staff give a reassuring approach which encourages children's involvement and interest in play activities. They ask open-ended questions to help them think, for example, 'why or how did that happen?' They support children with particular special needs well and liaise with parents and other involved professional agencies to maintain consistency in promoting their developmental progress.

- Staff work well together as a team. They understand their daily responsibilities and maintain a smooth running session. They know children well, and help them settle and gain confidence within the setting.

What needs to be improved?

- the organisation of larger group situations to encourage and maintain children's interest
- the planning and assessment systems to fully cover all areas of learning and to set appropriate challenges
- the experiences provided, and use of resources reflecting positive images to raise children's awareness of further aspects of diversity.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection of funded nursery education when the group were asked to develop children's awareness of numbers through further mathematical activities, and offer more regular opportunities for children to use balancing and climbing equipment.

These issues have been addressed effectively overall, as staff frequently encourage counting skills, and children enthusiastically count the number of children present each day. Children are now making good use of numbers in play, and will often refer to the clearly displayed number board to support their ideas. There are however, still limited opportunities for children to start solving simple number problems through everyday practical situations.

Staff have greatly improved the chances for children to move in different ways as they climb and balance along a challenging obstacle course, which most children enjoy completing. Children also make good use of the outside climbing equipment, which supports them well in developing their gross motor skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children seek others to share experiences, as they ask a friend to help build with the bricks. Overall, they settle well and concentrate in play, but some children become distracted in large group situations. Children show concern for others, as they raise money together to help tiny babies. They enjoy being the 'helper of the day', but are not always using independence skills well, for example; in accessing additional play resources. Children learn to share as they take turns at the sand tray.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy and become familiar with stories and they join in with the repeated refrains, for example; in 'What's the time Grandma Wolf?'. They learn about the letter of the week during circle time, but do not always listen attentively in group activities. Children are beginning to ascribe meaning to marks, such as when a child describes his picture of 'fireworks'. Children eagerly find their name cards and realise that print carries meaning, but some do not always handle books carefully.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy counting together and start to represent numbers on their fingers. They enthusiastically count how many steps they take to reach 'Grandma Wolf' in their game, but are not trying to solve simple number problems in everyday practical situations. Children recognise different shapes as they paint circles with water around the hoops in the playground, and use size language well as they find the big and little animals. They learn about quantity as they fill up their pots in water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show interest in how things work as they make the sand wheel turn. They build with wet and dry sand and see which makes the best castles. Children learn some simple words of Portuguese, but do not see a good balance of positive images reflecting diversity within the general play areas. Children are beginning to develop a sense of time as they learn about the date and days of the week. They talk about the changes in the weather, recognising 'It is sunny today, but rainy yesterday'.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the obstacle course as they jump across the hoops with enthusiasm, and balance along the bench. They judge space well as they crawl through the tunnel without bumping their heads. Children show awareness of their needs as they find a tissue to blow their nose. They are developing very good hand-eye co-ordination, for example; in using a scoop to pour sand from one pot to another. They carefully use a knife to spread butter on their crackers at snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy exploring colour and texture as they feel the sticky corn flour mixture, and watch it change as they stir in the paint. Children respond with gusto in action games, but are not often using free expression within planned art activities. They use their imagination well in role play, for example; as they dress up for their 'wedding'. They show interest in musical sounds as they shake the bells and tap out simple rhythms with sticks laughing as they play quickly and then slowly.

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

- improve the organisation of larger group situations to encourage and maintain children's interest
- review and develop the planning and assessment systems to ensure that all six areas of learning are fully promoted and that appropriate challenges are provided for individuals
- provide more experiences and make more use of resources reflecting positive images to raise children's awareness of further aspects of diversity.

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.