



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303784

DfES Number: 535300

### INSPECTION DETAILS

Inspection Date	16/02/2004
Inspector Name	Hilary Murden

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Norland School Playgroup
Setting Address	Berrymoor Road Norland Sowerby Bridge West Yorkshire HX6 3RN

### REGISTERED PROVIDER DETAILS

Name	The Committee of Norland School Playgroup Committee
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### ORGANISATION DETAILS

Name	Norland School Playgroup Committee
Address	Berrymoor Road Norland Sowerby Bridge West Yorkshire HX6 3RN

## 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

Norland Pre-School is situated in a small rural village on the outskirts of Halifax. The setting operates in a portacabin next to the Junior and Infant School. Managed by a committee of parents, the pre-school is registered for 11 children aged between two and a half to four years of age. Presently eleven funded three year olds and one funded four year old attend the setting. The pre-school opens each weekday from 9.30 am until 12.00 noon during term times. Two members of staff work with the children, one with qualifications and one working towards qualifications. The pre-school has teacher support through the EYDCP.

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

### How effective is the nursery education?

Norland Pre-School provides generally good nursery education overall. Children are making generally good progress towards the early learning goals within a supportive and happy learning environment. Very good progress is made in personal, social and emotional development and mathematical development.

Staff have knowledge of the early learning goals. Detailed planning around interesting topics shows clearly what children are expected to learn as they work along the stepping stones towards the early learning goals. Staff provide very good support for individual children and show awareness of their different needs. An effective assessment system is in place, observation of the children's learning is used to inform future planning onto the next stage of learning for each child. Staff manage children well and interact appropriately to question and extend learning. On the whole, staff use resources well, particularly additional resources brought in to enhance activities. However, limited space and some lack of organisation of equipment and accommodation means that some resources are not easily accessible for children to select.

Leadership and management is generally good. The present leader has developed the education provision effectively and the two members of staff work very well together to provide quality nursery education. The management committee is not involved in evaluating and monitoring the education provision, although the two staff members are continually looking at ways of improving and developing the quality of provision.

Partnership with parents is very good. Staff provide good information about the pre-school and the education provision. Parents are given very useful and worthwhile information about their child's progress towards the early learning goals. Parents are encouraged to be involved in learning through rota involvement and through continued learning at home.

### What is being done well?

- children have very good understanding and use of language. They initiate and maintain conversations and extend their imagination particularly well in exciting role play situations.
- Children's mathematical development is supported very effectively in practical activities and routines. They have good number skills and good awareness of how to solve problems.
- Knowledge and understanding of the world is enhanced by a wide range of stimulating topic activities which encourage exploration and discovery.
- Partnership with parents is very good and has significant impact on children's well-being and their progress towards the early learning goals.

What needs to be improved?
<ul style="list-style-type: none"> <li>● opportunities for children to use writing for different purposes, including writing their names.</li> <li>● accessibility of creative resources and construction equipment so that children can design and build spontaneously.</li> </ul>

What has improved since the last inspection?
N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and enthusiastic about learning. They develop confidence in a caring and supportive environment. Children have very good relationships with each other and with staff and they learn to show respect for other people. Behaviour is appropriate; children know the boundaries and what is expected of them. Self-help skills are very good, for example, buttering toast at snack time and putting on the 'diver's suit' in role play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good understanding and use of language. They communicate freely with each other and with staff to express their ideas and opinions. Children enjoy listening to and retelling stories. They have good use of imagination through role play situations such as the 'yellow submarine' and the 'jungle'. Three and four year olds are beginning to link sounds to letters. Children use mark making to represent meaning, although they do not use writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Three and four year olds count, recognise and use numbers in practical activities and routines and some children are adding and subtracting numbers. Children are able to sort, match and compare objects and have very good understanding of shape, size and position. They learn about capacity and quantity particularly well through sand and water play and show good awareness of pattern and sequence.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the environment and the natural world through topics and visits to places of interest such as the local farm to see the lambs. They are able to investigate through exploration of natural objects such as a crab's claw. Children are learning about the different uses of technology and are able to use programmable toys. Children talk readily about their families and events. Children are able to use construction, although equipment is limited and not easily accessible.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around with good control of movement and awareness of space. They ride wheeled toys with increasing skill and use small equipment such as bats and balls with good hand eye co-ordination. During the winter months children have limited opportunities to climb and balance, although occasionally they use equipment in the local park area. Limited space prevents larger equipment from being used indoors. Children use movement imaginatively during dance sessions.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy taking part in creative activities, many of which are planned around topics. They use all their senses and describe what they see, feel, hear and touch. Children's use of imagination is good, for example in their painting and particularly in role play situations. They respond well to different styles of music, such as 'African' and 'Sea' music. Children produce collage and boxcraft designs, however materials are not easily accessible for them to select spontaneously.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- children's understanding of the different ways writing can be used to represent meaning and opportunities for children to write their names when appropriate
- organisation of the accommodation and resources to provide more choice for children particularly to enable them to use creative and construction materials and equipment spontaneously.

*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.*