



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 146443

DfES Number: 546106

INSPECTION DETAILS

Inspection Date 09/07/2004
Inspector Name Diane Mary O'Neill

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Timebridge Playgroup
Setting Address Chells Community Association
 Mobbsbury Way
 Stevenage
 Hertfordshire
 SG2 0HT

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Prosho

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

The Timebridge Playgroup has been open since 1989. It operates from Timebridge Community Centre, situated in the Chells area of Stevenage close to schools and shops. The centre is also used by the other community groups whilst the playgroup is in operation. One big hall is available for the sole use of the playgroup. Kitchen and toilet facilities are shared with the centre. Staff supervise children closely when using the toilet facility. There is a fully enclosed play area used for outdoor activities.

The playgroup is committee run, by the Timebridge Community Centre. The playgroup is registered for 26 children from 2-5 years. There are currently 44 children on roll. This includes 18 funded three year olds and no funded four year olds. Children attend for a variety of sessions. This playgroup currently supports a number of children with special needs and none who have English as an additional.

The group opens five days a week during school term time. It provides four sessions in the week for older children and one session for younger children. Sessions are from 9:15 to 11:45.

Three staff work part-time and three staff work full-time with the children. The playgroup receives funding for two special needs children. They receive support from the Early Years Development team. At present there is no teacher support for this setting.

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 Timebridge Pre-school is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the foundation stage, and use effective direction to encourage children to think for themselves and become self motivated. There is an excellent range of resources available to provide children with exciting, stimulating and challenging opportunities to learn. Staff achieve high standards of interaction with the children through good communication and available resources to help with their mark making, introduction to books and stories, and good imaginative situations.

Planning and assessment within the pre-school is very good, they use observation and assessment to effectively track children's progress in relation to the stepping stones. This is used to inform future planning.

However, planning in some of the adult led activities does not clearly show how children's learning is monitored.

Leadership and management is very good. The pre-school benefits from a dedicated and committed staff team who work closely together ensuring the needs of all the children are met, including those with special educational needs.

Partnership with parents and carers is very good. Parents are welcomed into the pre-school and there are opportunities to talk informally and formally with staff. Parents have access to children's development and achievement records. There is good up to date information on forthcoming activities, so parents are aware of the week's plans.

What is being done well?

- Children's curiosity and imagination is skilfully developed as they explore the interesting range of activities available to them, such as role play, creative and messy play activities. They work and play independently and are well supported by staff.
- Use of resources and space is excellent. Good quality equipment and toys are in place to promote and challenge the children in all areas of learning. The use of the role-play area is very good. Staff adapt this to provide different life experiences for the children such as a beach, fruit and vegetable shop, using every day objects that the children know of as well as unusual one.
- Children are confident speakers and listeners; staff develop children's confidence to speak as part of the group and in small peer groups. Children take turns to talk and interact well developing good conversation skills. They

listen well to others and concentrate during story time.

- Staff support children in activities allowing them opportunities to develop and discover some mathematical knowledge for them selves. Staff provide high levels of support for the children, such as building thier confidence in recognising and counting numbers.

What needs to be improved?

- evaluating and monitoring of adult lead activities, to ensure children's learning potential is met at all stages of their development.

What has improved since the last inspection?

Not applicable as this is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships and relate well to each other and adults. They become interested and involved in their play, which underpins their learning in many areas. Children develop good concentration skills and sit quietly when appropriate. Their behaviour is generally good and they are secure and confident. Staff reinforce this with constant praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and engage easily in conversation with other children and adults. Children have good opportunities to practice mark making and writing skills through the various play opportunities that are available. There are many opportunities to handle books. Children develop language for thinking, supported by purposeful questioning from the staff. Staff deployment ensures very good support for children through discussion, activities and interaction in role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers for counting and some can count to ten and beyond. They access a range of equipment to compare size, shape and weight and are developing an understanding of simple calculation and pattern making through structured and everyday activities, which are reinforced by the staffs use of mathematical language i.e. small, large, how many, more or less. The staff through a range of stimulating and fun games and activities skilfully introduces this learning process.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity is well developed through a range of activities. They explore topics within role-play, such as the beach, fruit and vegetable shop. This area of play also enables their learning and understanding of simple technology to develop using every day items, such as telephones, keyboards, radios and shop tills. They construct models using a range of different tools, materials and techniques. Children learn about a wide variety of customs and festivals such as Devili and Halloween.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and demonstrate an awareness of space as they move independently selecting resources and activities. Staff ensure that within the planning, there is a variety of opportunities for the children to do different kinds of physical activities, such as climbing, balancing, using sit and ride toys. Children's dexterity is developed well, they have good hand and eye co-ordination and successfully use scissors, pencils and various construction materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children imitate life experiences in role-play with the use of familiar situations. Staff encourage children to develop their own ideas and support them well. Children respond well to sensory experiences with touch and smell, such as looking at different fruits. They take part in music sessions, and musical movement where they can express themselves. They can also do this through various art and craft activities, using a range of colours, textures and techniques.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- ensure the system for evaluating and monitoring adult led activities, clearly shows how children's learning potential is met at all stages of their development.

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.