



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 148695

DfES Number: 514719

INSPECTION DETAILS

Inspection Date	25/11/2002
Inspector Name	Anne Jeanette Faithfull

SETTING DETAILS

Setting Name	Willow Bank Pre-School
Setting Address	Duffield Road Reading Berkshire RG5 4RW

REGISTERED PROVIDER DETAILS

Name	The Committee of Willowbank Pre-School Committee
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ORGANISATION DETAILS

Name	
Address	

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
Willow Bank Pre-School Playgroup is open Monday to Friday 9.15am to 11.45am, then 12.30pm to 3.00pm term time only. The pre-school employs 11 staff. Three of the staff have suitable child care qualifications. Four of the staff are working towards the NVQ3 in Early Years Childcare and Education. The pre-school have their own building which is situated in the grounds of Willow Bank Infant and Junior School. There is also a outdoor area attached to the building which is used exclusively by the pre-school children. The pre-school serves the needs of families in the area and the intake reflects the local community. There is currently a waiting list. The pre-school is registered for 24 children aged between three to five years old. The younger children attend the morning sessions and the four plus children attend the afternoon session. There are currently 53 children on role. The pre-school is in receipt of funding for three and four year olds, and currently has 16 funded three year olds and 18 funded four year olds. The setting supports children with special needs and English as an additional language. The pre-school also liase on a regular basis with the local school, and Early Years Partnership.

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

How effective is the nursery education?

Willow Bank Pre-School offers a satisfactory provision although there are also significant weaknesses. Whilst teaching has some satisfactory aspects there are also significant weaknesses. Some staff through recent training, have gained appropriate knowledge of the early learning goals. However, they lack opportunity to share this knowledge and to plan and teach a suitable programme to support children's learning. Teaching is not consistent owing to inappropriate planning. Some activities are well managed. However, in other activities staff miss teaching opportunities. Children behave well in response to the high expectations and sensitive support of staff. A variety of assessment systems are in place, but are inconsistently used. Not all records are updated and completed. Some staff effectively support both those children for whom English is an additional language, and those with special educational needs, to participate successfully in the activities. Some staff do not, however, consistently adapt activities to provide sufficient challenge for more able children. Leadership and management has significant weaknesses. There are insufficient opportunities to share information on early learning goals with the staff team. Therefore some staff are unclear of their roles and lack in both direction and the opportunity to put their knowledge into practice. The supervisor and management committee do not recognise and acknowledge the strengths and weaknesses of the team, owing to a lack of a structured management system being in place to support staff. Partnership with parents and carers is generally good and contributes to the children's learning. Parents are informed about the activities and routines. They share their observations about their child with the staff and regularly discuss their child's progress.

What is being done well?

- * Children's personal, social and emotional development is generally good. They are confident and interested. They work independently and co-operate with each other.
- * Children's communication skills are good. They are confident in their interaction with staff and can express themselves well.

What needs to be improved?

- . Opportunities for staff to put their knowledge into practice. . The use of planning and assessment, to identify where children are in their learning, and to move them on to the next stage. . Older and more able children's understanding of number and size.
- . Children's opportunities to be independently creative and to express ideas and feelings.

What has improved since the last inspection?

The pre-school has made limited progress since the last inspection and teaching still

remains a weakness. Although some staff have increased their knowledge of the early learning goals, they lack understanding of how to plan and teach a suitable programme to support children's learning. Some staff, through training, have enhanced the children's learning opportunities in language and literacy. The remaining key issues are outstanding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children have positive attitudes to learning. Relationships are good and children show consideration and support for others. They are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour. Children are respectful and show sensitivity to others.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children communicate and listen well to each other and adults. Some children are starting to recognise their own names and the sounds of the letters although there are also missed opportunities to reinforce this. Suitable books are available and children are encouraged to use the books correctly and carefully.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Staff use music and rhymes well to encourage children's counting skills. However, planning does not specify what the children are to learn, resulting in missed opportunities to develop children's mathematical understanding during other activities. For example, because staff were not present at the play-dough activity, children's opportunities to learn were lost.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are confident when exploring and investigating. The computer is used effectively and has a range of appropriate software to support the children's learning. Children are offered a good range of resources for construction, which are used appropriately. Children talk about past and present events in their own lives, and learn effectively about the lives of others.	
PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are encouraged to learn useful information about health and hygiene. However, there is insufficient evidence that all children have awareness of the importance of exercise and nutrition. Children's opportunity of learning in this area is not extended. This is due to a lack of appropriate resources and a lack of staff knowledge. Children's opportunity of learning in this area is not extended. This is due to insufficient resources being provided and a lack of staff knowledge.	
CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children participate enthusiastically both in free-choice imaginative play and stories,	

and in adult led songs and rhymes. Staff enable children to develop a good knowledge of colour. However, overall there is insufficient emphasis placed on creative expression of ideas and feelings. Art and craft activities are adult-led, resulting in a lack of opportunity for children to choose, explore and express their creative side freely.

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

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OUTCOME OF THE INSPECTION
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT
Develop strategies which use planning and assessment to promote children's learning. Develop staff knowledge and effective use of the early learning goals. Develop children's creative skills and independence by offering opportunities for free choice. Develop strategies for extending learning experiences for older and more able children.