



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131805

DfES Number: 512847

INSPECTION DETAILS

Inspection Date 26/11/2003
Inspector Name Elaine Douglas

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name PLOUGH GREEN PRE-SCHOOL
Setting Address 411 Malden Road
Worcester Park
Surrey
KT4 7NY

REGISTERED PROVIDER DETAILS

Name The Committee of Plough Green Preschool & 'Committee'
1030956

ORGANISATION DETAILS

Name Plough Green Preschool & 'Committee'
Address St. Johns Church Hall
411 Malden Road
Worcester Park
Surrey
KT4 7NY

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

Plough Green pre-school was registered in 1996. It operates from a church hall on the main road leading into Worcester Park. It is close to local bus routes and the main line railway station. The group have sole use of the premises while they are operational, they use a large hall, a kitchen, and a small room as well as toilets and storage cupboards. There is a small secure outside play area to the front. The Nursery serves the local area.

There are currently 28 children from two to five years on roll. This includes ten funded three-year-olds and three funded four-year-olds. Children attend for a variety of sessions. One child has special needs and the group supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30am to 12 noon Monday to Friday and from 1pm to 3pm on Monday and Thursday afternoons.

Nine staff work with the children. Five have early years qualifications. Two staff are currently on training programmes. There is also a rota of parents who help out each day. The group receive support from the Early Years mentor/teacher (EYDCP).

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

How effective is the nursery education?

Plough Green Pre-school offers good quality education where children are making generally good progress towards the early learning goals; children make very good progress in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development.

Teaching is generally good. Staff are deployed well and work directly with the children encouraging them to take part. They plan and provide resources to cover all areas of the early learning goals and evaluate activities to make improvements. The very good progress children make in communication, language and literacy, is due to staff extending children's vocabulary and knowledge by asking open ended questions, and by providing good resources for children to make marks and start forming letters. However staff over direct some activities and do not encourage independence or extend the more able children during whole group activities.

Leadership and management is generally good. Staff are valued and their expertise recognised, the manager ensures all staff share in the planning. The manager is committed to ongoing training and development to ensure staff are knowledgeable about implementing the early learning goals. The manager makes herself available daily to support both staff and parents, but there are no strategies in place to monitor the teaching and ensure staff adopt good practise.

The partnership with parents is very good, parents receive regular clear information on the setting and educational programme. They are welcomed into the group and are actively involved through the parents committee, and the rota for parents to help during sessions. Feedback from parents is good and parents are confident to approach staff with any concerns.

What is being done well?

- Children use writing for a variety of purposes, most (3 year olds) can form letters and some (4 year olds) can write their names.
- Children are given good opportunities to use large equipment both inside and outside to promote very good progress in physical development.
- Children are confident speakers and have a wide vocabulary due to staff asking open ended questions and introducing new words.
- Children relate well to each other and staff, and good relationships are formed.
- Parents are welcomed into the group and take an active part in their child's learning.
- Good leadership ensures staff are supported with training and development and there is a shared commitment to improvement.

- Staff take an active role in planning which ensures they work together to provide a wide range of worthwhile activities to promote development in all areas of learning.

What needs to be improved?

- the use of snack time and adult led activities to develop independence, and allow children to express their own ideas.
- whole group activities to meet the needs of all the children, to develop a positive effect on their behaviour.

What has improved since the last inspection?

The planning has been developed to promote learning in all areas, the planning shows the learning objectives and staff are clear as to what they want the children to learn from the activities. Priority has been given to maths as suggested at the last inspection; children have the opportunity to use maths and mathematical language throughout most activities, as well as the planned mathematical activities. Children also have the opportunity most days to work in small groups and play mathematical games.

Training and development records have been implemented for improving teaching. However the manager does not have a system for monitoring teaching and disseminating good practise. This should be further developed to continue to improve the educational programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area, they are confident to speak or sing in a large group. Children co-operate and negotiate with each other to complete group activities. Children form good relationships with each other and with the staff. However there are too few opportunities to develop independence through practical activities. Children are generally well behaved but whole group activities do not meet the needs of all the children and they are easily distracted.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area, they have good opportunities to use books, they enjoy reading both on their own and in a whole group. They listen and respond with excitement and have good opportunities to retell stories. Children recognise letters and can link sounds and letters. Children are confident speakers and use language to negotiate, they listen and respond appropriately. Good resources are provided for children to use writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Staff provide good opportunities for children to use maths in everyday routines and activities, many can count confidently and recognise numbers. Children know shapes and can recreate patterns. They use mathematical language to describe position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children have good opportunities to learn about features in the place they live and to learn about the natural world. They are beginning to know about other cultures through the good positive images and activities provided. Children confidently use information technology and this helps them to develop other areas of learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Children use a range of large and small equipment with control and safety, due to the good opportunities and resources provided on a daily basis. As a result children are confident movers and can climb and balance with control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development. Staff provide good opportunities for children to explore media and materials, and colour form and texture. Children enjoy role-play, and engage others in their imaginative play. Children sing familiar songs and have good opportunities to explore sound, but staff miss opportunities to allow children to express and communicate their own ideas in art and craft, music and construction.

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

- Increase staff knowledge of how to help children communicate their own ideas; and develop independence at snack time.
- Develop the use of whole group activities to ensure the needs of all the children are met.

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.