



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 219971

DfES Number: 512394

### INSPECTION DETAILS

Inspection Date 15/11/2004  
Inspector Name Rachael Mankiewicz

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Yardley Gobion Pre-School, Yardley Gobion Children's Centre  
Setting Address School Lane  
Yardley Gobion  
Towcester  
Northamptonshire  
NN12 7UL

### REGISTERED PROVIDER DETAILS

Name Yardley Gobion Playgroup 1038629

### ORGANISATION DETAILS

Name Yardley Gobion Playgroup  
Address Yardley Gobion Childrens Centre  
School Lane, Yardley Gobion  
Towcester  
Northamptonshire  
NN12 7UL

## 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

Yardley Gobion Pre-school moved to the purpose built Yardley Gobion Children's Centre in 2002, having previously been based at two other settings in the village over many years. The centre is situated next to the village primary school and shares some of the facilities. There is also a large recreation area close by.

The group is open each morning during school term times from 09:15 until 12:00, with two days when the morning is extended to cover the lunch time and remains open until 13:00. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language. There are currently 25 children on roll with 15 receiving the nursery education grant.

Five members of staff work with the children. Two of the staff have Level 3 qualifications in early years care, and two others are working towards relevant qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Yardley Gobion Pre-school provides nursery education which is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world and in physical development.

The quality of teaching is generally good overall. Staff have a sound understanding of the Foundation Stage, seen in the wide range of interesting activities on offer. Staff make observations and assessments of children's progress, although these are not always used effectively to plan the next steps. Activities are evaluated and monitored to ensure that the children have covered what was planned, although some areas of language development and creative expression are covered less well. Staff have knowledge and experience which they use to support children's individual needs and those who are learning to speak English as an additional language. All children and their contributions in activities are valued.

Good staff:child ratios allow for small group work within the pre-school. Staff make good use of questions to encourage children to think. Children show interest in the activities, and move around confidently. Staff promote good behaviour effectively and children react positively. The good interaction between the staff and children contributes to the learning and caring environment.

Leadership and management are generally good overall. Staff have relevant qualifications, continue to develop their skills, and show a commitment to the continuing improvement of the care and education offered by evaluating their practice and developing planning.

The partnership with parents and carers is good. They are well informed about their child's progress, and can talk to staff at any time. Information about the curriculum is available but there is little information on how to extend their child's learning at home.

### What is being done well?

- Children talk confidently to each other, to staff and to other adults, and this successfully underpins learning in all curriculum areas. They listen and interact well in large and small groups, and express their feelings and experiences. Staff's questioning skills challenge children to use language for thinking and for expressing ideas.
- The management of behaviour is good, with the older children acting as role models for younger children, and all children being kind to each other and taking turns in activities.
- The staff's sound understanding of the Foundation Stage and how children

learn is used well to plan exciting and challenging activities that motivate children to learn, particularly in the areas of physical development and knowledge and understanding of the world.

- There are effective arrangements in place for the identification of children with special educational needs and those who are learning English as their second language. Staff offer very good support, including seeking out appropriate resources and liaising with parents and relevant agencies.

#### **What needs to be improved?**

- children's ability to select their own resources and take the initiative, particularly to promote free-expression in the area of creative development
- children's development in the area of communication, language and literacy by providing opportunities for mark-making during children's play and development of the registration/group time
- planning; to ensure that assessment records, and information contributed by parents and carers, are used to influence the planning for children's progress. To review ways in which the planning and suggestions for extending children's learning at home can be made available to parents.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The staff have developed their practice and reviewed resources to improve learning in communication, language and literacy. Mark-making opportunities through free-painting and drawing have been increased but opportunities in role play are limited and this issue is carried through as an outcome of this inspection.

The group was asked to review the registration/group time and to include short imaginative focused teaching to reinforce literacy and numeracy. Some development has taken place but this area continues to be a concern as children have limited opportunities to talk in a large group, to look at the weather and other daily changes, for counting in every day situations, and to be given instructions about what is available to play with. This is an area for further development as an outcome of this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show confidence and independence as they move around the activities in small groups and as individuals. They persevere for good lengths of time; both in self-chosen and adult-led activities, and are proud of their achievements. The interaction between children and adults is very good. Children behave very well, within defined limits, and show care and concern for others. They develop an awareness of other cultures through their interest in festivals, and by meeting other people.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to peers and adults as they explain activities and act in role play. They are beginning to understand the written word through books and some labels in the room. Children attempt to write and make marks although opportunities are limited during free play sessions. More able children make recognisable letters and some write their names. They listen well to stories, join in enthusiastically in rhymes and songs, but do not spend extensive time talking in a large group.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are willing to count, with more able children working with large numbers. They compare numbers of objects, and practise simple addition and subtraction when they sing number rhymes. Simple problem solving in everyday situations is limited, but games are often used. Children's knowledge of different shapes is developing, including comparing shapes in the environment. They understand concepts around the position of objects, size and weight. Pattern making and sequencing is developing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good awareness of the natural world around them and of the changing seasons. They enjoy looking at the environment and the community with many outside experiences brought inside. Children explore actions and reactions enthusiastically, and talk about how things grow. They talk successfully about past events. Their awareness of their own families, their cultures and the beliefs of others is also developing. Most children are adept at using the computer and other technology.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children explore a variety of ways of moving, both indoors and outside. They show confidence and good control as they use wheeled toys, apparatus and play ball games. Children handle an interesting range of materials, tools and small equipment, and their manipulative skills and hand-eye co-ordination are good. They show a good awareness of their own physical needs- through exercise, good hygiene practices, healthy eating and topics on their bodies and food.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children use their imaginations well during role-play and in small world play. They enjoy singing and music making. Children gain a range of sensory experiences through working with different materials. They talk confidently about their feelings and experiences when they take part in messy play, free painting and drawing, but their opportunities to access their choice of art resources to express their ideas are limited. Children have a good awareness of colour mixing when they paint.

**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 opportunities for children to select their own resources and take the initiative, particularly to promote free-expression in the area of creative development
- review planning in the developmental area of communication, language and literacy to promote writing skills through children's play and to reinforce language and numeracy in large group situations
- ensure that assessment records, and information contributed by parents and carers, are used to influence the planning for children's progress, and review ways in which the planning and suggestions for extending children's learning at home can be made available to parents.

*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.*