



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221889

DfES Number: 580291

INSPECTION DETAILS

Inspection Date 07/10/2004
Inspector Name Denise May Smith

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Maple Grove Community Group
Setting Address Maple Grove
March
Cambridgeshire
PE15 8JT

REGISTERED PROVIDER DETAILS

Name The Committee of Maple Grove Community Group 1040874

ORGANISATION DETAILS

Name Maple Grove Community Group
Address Maple Grove Community Group
Maple Grove
March
Cambridgeshire
PE15 8JT

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

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 Maple Grove Pre-school is of high quality. It enables children to make very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage curriculum and of how children learn. They offer meaningful, practical activities and plan an excellent range of experiences for children to explore, taking particular advantage of the stimulating outdoor provision. A thorough assessment system is in place to ensure that each child's learning needs are identified. Care is taken to ensure children who are more or less able are set appropriate challenges. The staff are enthusiastic and provide an environment where resources are well organised and stimulate children's interest. Staff have positive relationships with the children, they encourage good manners and act as good role models. There is an excellent system in place to support children with special educational needs and for whom English is an additional language.

Leadership and management is very good. The manager has a 'hands on' approach, sharing her sound knowledge of early years education with the staff team. The staff are committed to providing a high quality, learning environment. Regular staff meetings enable the staff to share ideas, evaluate and develop their practice as a group. The deployment of staff is good and they are clear about their roles and responsibilities; this ensures the smooth running of the setting.

The partnership with parents is very good. Parents have regular opportunities to contribute to the assessment of their children's learning. They receive good information about the setting and regular notices and newsletters keep them informed about the curriculum and the pre-school's daily activities. Parents are encouraged to take part in their child's learning through a variety of opportunities and are welcomed to share their traditions or special interests with the children.

What is being done well?

- The quality of the interaction between staff and children. This is based on a sound knowledge of how children learn, together with in depth knowledge of the Foundation Stage, Early learning Goals and the stepping stones children take in order to achieve them. This quality interaction ensures children are motivated and engaged in the many worthwhile activities provided.
- The effective Leadership and Management provides an impressive environment for children. Support is provided for staff enabling them to contribute to the planning of a well thought out, balanced curriculum where the 6 areas of learning are woven together enabling the children to absorb the curriculum as they play.

What needs to be improved?

- snack time, so that it further develops children's independence.

What has improved since the last inspection?

Very good progress has been made at improving the range and diversity of religious and cultural events each year and the way in which aspects of other cultures and religions are integrated into the planning of all topics and activities. An extensive range of learning opportunities are now woven throughout the curriculum which, enable the children to explore and experience many worthwhile opportunities.

The imaginative play area and similar free play activities are well used to support independent writing which features throughout the different groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with staff and peers, co-operating, negotiating, taking turns and sharing resources. Children have high levels of self-esteem, which lays the foundation for their learning. They are confident, happy and secure and are motivated to learn and try new experiences. Children concentrate and persevere, with adult support where appropriate. They are very well behaved responding to the positive messages and boundaries set for them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy mark making during role play, in the labelling of their work and throughout many of the activities offered. They use language to negotiate with peers and adults speaking confidently to a familiar audience. They link sounds to letters and match sounds to the alphabet. Books are valued and handled appropriately. Children join in and listen intently to stories, predicting the outcome of the story line. Good use is made of the word rich environment to support children's learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers in context counting reliably to 10 and beyond. They recognise and recreate patterns and use mathematical concepts to problem solve. Children are developing concepts of calculation and relating adding and subtraction to combining groups of objects via planned and spontaneous activities. Children are skilled at using mathematical concepts in many play situations. They recognise shape, size and quantity and use appropriate language to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are good opportunities for children to use information technology and this underpins learning in other areas. Children build and construct using an extensive range of objects and tools. They are able to learn about the environment, the natural world, their local community and other cultures through an interesting range of planned and spontaneous activities and visitors to the group. Children enjoy talking about past and present events in their own lives and others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Very good opportunities are planned, both indoors and out, all year around which, encourage children to climb, jump, slide, balance and develop a sense of space. They use tools and equipment with control and a developing awareness of safety. Children learn about the importance of staying healthy through discussion and planned activities. They move confidently during general physical activities and have access to well planned outdoor play equipment which, is used all year around.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their ideas and develop their imaginations in a variety of ways, interesting role-play scenarios being a particular strength. They enjoy exploring colour and texture and construct in 2 and 3 dimensions choosing from a variety of resources. They enjoy a wide range of songs, rhymes and ring games. Music is used for fun and to support other areas of learning such as positional language and includes an extensive range of authentic musical instruments from around the world.

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:

- evaluate the organisation of snack time so that it may be further developed enabling children to be able to make choices and further foster their independence.

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.