



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 103832

DfES Number: 596357

### INSPECTION DETAILS

Inspection Date 18/03/2004  
Inspector Name Ann Revell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Parkwood Pre-School  
Setting Address Deanwood Drive  
Rainham  
Gillingham  
Kent  
ME8 9LP

### REGISTERED PROVIDER DETAILS

Name The Committee of Parkwood Pre-School Committee

### ORGANISATION DETAILS

Name Parkwood Pre-School Committee  
Address Deanwood Drive  
Rainham  
Gillingham  
Kent  
ME8 9LP

## 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

Parkwood Pre-school operates from a static mobile classroom in the grounds of Parkwood School. The group has access to two rooms, two store cupboards, toilets and an outside area. The pre-school serves the local area and surrounding community.

They are registered to provide 32 places for children aged 3 to 5 years. There are currently 59 children on roll. This includes 23 funded four-year-old children and 36 funded three-year-old children. The pre-school support children with special educational needs and/or children who speak English as an additional language.

There are 6 staff and qualifications vary from NVQ 2/3 to NNEB. The Pre-school has involvement of a teacher support from Parkwood infants school. The Pre-school follow the Reggio Emilia system and early learning goals. The group opens 5 days a week throughout the year. Sessions last from 13:00 to 15:30. The pre school does not offer cooked meals.

## 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 Parkwood Pre-School is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional and mathematical development.

The quality of teaching is generally good. Staff plan interesting activities and children are well motivated to learn. Resources are of good quality and children have most of the session in which to make choices and initiate their own learning. Children benefit at these times from full staff support that maximises their learning in all areas except in a small aspect of literacy. Participation at free choice time is not effectively monitored and some children may not reliably benefit from the full range of activities. Circle time is used very well to reinforce the simple rules. Children concentrate well. They learn letter sounds, number recognition and topic work. Topic work does not currently include learning about the locality. Children's language is skilfully developed by staff who ask questions to encourage them to find things out and talk about what they are doing. Staff observe and make notes on children's learning. They evaluate progress each week and use this information in their planning. Good systems are in place to support children with special educational needs.

Leadership and management of the pre-school is generally good. Staff work well as a team. There is an induction system for new staff and training needs are identified and met. All staff evaluate children's progress at regular meetings and are committed to providing a high standard of provision.

Partnership with parents is generally good. There are times for discussions with staff about children's progress and for parents to contribute their views. However, parents do not have sufficient information about the early learning goals or how their children will work towards them, to fully support their children's learning.

### What is being done well?

- Relationships between staff and the children and their parents are good. This helps to develop children's confidence and supports all aspects of their learning.
- Children benefit from the many opportunities to initiate their own learning. They are confident and work purposefully with good concentration.
- Staff make effective use of circle time both for personal, social and emotional development and for direct teaching in many areas of learning.
- Children have high standards of personal independence. They take responsibility for their own snack time, register themselves in and out of rooms and competently dress and undress.

**What needs to be improved?**

- children's participation in activities;
- the attention given to the correct formation of letters and to the writing of names;
- information for parents with regard to the curriculum,
- opportunities for children to learn about their locality.

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

Improvement since the last inspection has been generally good.

Children now have daily opportunities to use a range of challenging equipment. They are able to participate in a variety of activities to develop confidence and skills but this is not reliable, as participation is not monitored.

Children now benefit from a stimulating nature table and enjoy exciting displays of made objects which they frequently explore. They regularly use the school field to collect leaves and to look for signs of spring.

An effective system for assessing progress is now in place that reflects the early learning goals. This is used well for planning and for reporting to parents.

Parents now have the opportunity to see weekly plans but they do not have the background information regarding the early learning goals or how their children will progress through the stepping stones towards them. This results in them not being able to fully support their children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and secure in the pre-school. They confidently choose resources to initiate their own learning and concentrate for good periods of time. Children form good relationships with adults and with each other. They take turns to blow down a wall they have built and can share a favourite toy. Children have a clear idea about right and wrong and generally behave well. They have high standards of personal independence and are very responsible, for instance, when tidying away.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen carefully at circle time. They are eager to communicate with staff through talk and signs and are developing a good vocabulary in the course of the interesting activities. They can identify the sounds at the beginning of words and are learning to recognise their names and other familiar words. In their role-play, children 'write' details of people who want to go camping but have few opportunities to practise correct letter formation or the writing of their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at counting to ten and beyond at register time and can find the numeral to match, for instance, the number of legs on a cow. They easily spot the deliberate mistakes that staff make to try to catch them out! They can say when two groups of objects are the same and are learning to add the groups together to find the total. They are learning the language to compare numbers, shape, size, quantity and position, at circle time, and in the course of activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's curiosity is fostered well through a nature table where the use magnifiers to observe snails which they feed daily. They grow herbs and potatoes and handle interesting artefacts such as horseshoes. Children independently use a tape machine and have access to computers but the children's use of them is not monitored. Children spend time building a variety of interesting models. They draw pictures to give on Mother's Day and are learning about their own culture and those of others.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children have opportunities to use challenging apparatus outdoors and to take part in a variety of activities to develop confidence and skills. They climb on the net, manoeuvre bikes around cones and play energetic games, such as, 'Jumping Bean'. However, if children choose to stay indoors they may not be regularly participating, as this is not monitored. Children competently hammer nails into boards, beat the cake mixture, complete sewing cards and use the tape cutter safely.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Many children participate enthusiastically in art activities such as mixing colours. They draw freely and work together to make a large model. Role-play activities are varied. Children camp in a tent, go shopping and visit the doctors and this play is enhanced by staff who support them sensitively. Children discuss the texture and smell of their cake making but as children choose whether or not to take part in all these activities, some may not be trying out all the new experiences.

**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**

- find ways to ensure that all the children are benefiting from the whole range of learning opportunities provided;
- provide opportunities for children to regularly practise correct letter formation and the writing of their names;
- plan for children to learn about the features of their locality;
- provide parents with information about the early learning goals and how children will progress towards them.

*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.*