



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143065

DfES Number: 512927

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Brenda Joan Flewitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Comeytrove Under Five Group
Setting Address Comeytrove Community Centre
Galmington
Taunton
Somerset
TA1 4TY

REGISTERED PROVIDER DETAILS

Name The Committee of Comeytrove Under Five Group

ORGANISATION DETAILS

Name Comeytrove Under Five Group
Address Comeytrove Community Centre
Galmington
Taunton
Somerset
TA1 4TY

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

Comeytrove Under Five Group operates from a community hall in Comeytrove, on the outskirts of Taunton. The group have access to a kitchen and toilet facilities. The pre-school serves the local and surrounding areas. Many children go on to attend the local schools, with which the group have established positive links.

Comeytrove Under Five Group is registered to provide places for children aged between two and five years, and accept children from two and a half years. There are currently 51 children on roll. This includes 17 funded 4 year olds and 23 funded three year olds. The group is experienced in supporting children with special needs, and children with English as an additional language.

Comeytrove Under 5s Pre-school opens five days a week during school term times. Sessions last from 09:15 to 12.00, Monday to Friday. There are two sessions on Monday and Tuesday afternoons, running from 13.15 to 16.00, particularly for children due to start school. A parent and toddler session is held one afternoon per week.

A team of seven staff, (including two bank staff) work with the children, covering various sessions. All either have, or are working towards Early Years qualifications including NVQ awards in child care and education. The setting receives support from the Early Years Partnership Advisory Teacher, and the Pre-school Learning Alliance.

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

How effective is the nursery education?

Comeytrove Under Five Group offers high quality provision with helps children make very good progress towards the early learning goals.

Teaching is very good. The staff know the children well as individuals through positive conversation, small key worker groups, regular observations and effective assessment. They plan a broad range of activities and experiences to promote children's progress in all areas of learning with particular strengths in Communication Language and Literacy, Maths, and Knowledge and Understanding of the World. Staff work well as a team. They communicate well, and share knowledge gained through training, and contact with other professionals. Further consideration could be given to the methods used to maintain children's interest during some large group activities.

Leadership and management is very good. The parent committee and staff all have clear roles and responsibilities. The staff are well supported by the committee with tasks such as administration, and fundraising for equipment. The group are committed to improving the provision through staff training, and positive links with local schools, and advisors.

Partnership with parents is very good. Parents are provided with clear information about the setting through regular newsletters, the parents notice board, and daily access to policies, and curriculum planning. They are encouraged to be involved in their child's learning in various ways such as helping during sessions, completing a 'home progress record' and through daily opportunities to talk with staff.

What is being done well?

- Children's confidence is developing well. They make good relationships with staff and each other. They select activities for themselves and request support from adults as required.
- Staff plan a range of interesting activities and experiences that promote children's development in all areas of learning. Staff exploit spontaneous situations to encourage children's knowledge and understanding of the world, such as the landing of the hospital helicopter.
- Good partnership with parents helps support the children's learning.
- Staff's commitment to developing their roles, and sharing their knowledge leads to effective team work and continuous improvement of the provision.

What needs to be improved?

- the methods to encourage children's good behaviour, and sustained interest

during some of the large group activities.

What has improved since the last inspection?

The group has made very good progress since the last inspection. The staff are continually gaining confidence in their understanding of the foundation stage, and are now questioning children to extend their thinking. The planning is still being developed. It is clearly linked to all areas of learning, and identifies the focus of learning for planned activities. Parents are now kept well informed about their children's progress, daily opportunities to talk with staff are offered, as well as formal parents evenings where the progress records can be shared. Parents contribute to the assessments through the 'home progress records'.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with staff and each other. They learn to work in groups such as taking turns in board games, and number rhymes at song time. Children are confident. They are keen to select activities for themselves, and they willingly speak out in a group such as at circle time, and during the social interaction of lunch times. Children behave well, they know the routine, for example when lights are turned off it is time to find their name for snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate, they imitate conversations with adults and peers, and use speech to organise their play, and to describe events. Children confidently talk about their home lives during snack time. Children are learning to link sounds and letters through activities such as 'Jolly Phonics'. They competently suggest items beginning with 'l'. They enjoy books, selecting independently and correctly turning pages. They share books, and stories with each other and staff.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning numbers for counting and recognising numerals through planned and everyday activities like threading cotton reels, and role play. Children can confidently touch and count up to 10 objects, and recognise numerals on the calendar. They begin to solve practical problems such as finding the correct number of flowers in the pot to match the number label. Children learn about shape, position and size through activities like puzzles, craft, making sandwiches, and role play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a wide range of materials and media through activities such as messy play, cooking, and craft. They use their senses to investigate substances like mashed potato, or peat, and examine grass growing through magnifying glasses. Children are developing a good sense of time and place through interesting topics like 'houses around the world', 'people who help us', and 'growing'. Spontaneous events, such as watching the landing of a helicopter, sparks their interest and curiosity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with control and confidence, showing an awareness of others. They move around the room selecting activities, and enjoy jumping, marching, and stretching to 'Sticky Kids'. They develop skills in using large equipment such as the 'caterpillar', and tunnel where they climb, crawl and balance. Children learn to use a range of tools, objects and malleable materials in planned and everyday activities like dough, craft, cooking, and pouring their own drinks at snack time,.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use their imagination well in role play and with miniature world equipment. The dressing up resources are constantly used and enjoyed. The role play area offers a wealth of opportunities for the children to act out real life situations such as, buying plants from the garden centre, or visiting a café. Children explore colour, texture and shape through a broad range of activities like craft, messy play, and construction. They freely express their ideas through the various media offered.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- children's sustained interest during large group activities, in relation to staff making their expectations of behaviour clear and consistent.

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.