



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY244233

DfES Number: 518742

INSPECTION DETAILS

Inspection Date 28/02/2005
Inspector Name Georgina Walker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Springfield Pre-school
Setting Address St John's Ambulance Building
Grasmere Street
Sandiacre
Derbyshire
NG10 5BD

REGISTERED PROVIDER DETAILS

Name The Committee of Springfield Pre-school 1041085

ORGANISATION DETAILS

Name Springfield Pre-school
Address St John's Ambulance Building
Grasmere Street
Sandiacre
Derbyshire
NG10 5BD

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

Springfield Pre-school opened originally in 1960 in nearby premises and moved to the current premises in 2002. It operates from the St. John's Ambulance Building in the town of Sandiacre, Derbyshire. The pre-school serves the local towns and surrounding villages in both Derbyshire and Nottinghamshire.

There is a secure enclosed outdoor play area.

The pre-school opens five days a week during school term only. Sessions are from 9.15 until 11.45 Monday to Friday and 12.30 until 15.00 on Thursday.

There are currently 38 children from 2 years to 4 years 5 months on roll. This includes 21 children who receive funding for nursery education. The setting currently supports children with special needs.

The pre-school employs four full time staff. Half the staff hold appropriate early years qualifications and one member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-school Learning Alliance (PLA).

The pre-school is managed by a committee, and the parent members support the staff in fundraising and delegate day to day management and responsibility to the staff.

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

How effective is the nursery education?

Springfield Pre-school offers high quality nursery education and children are making very good progress in all areas of learning. They have access to an excellent range of resources, which is constantly being increased. Imaginary play is carefully planned and children become engaged in the role play area for extensive periods. Outside play is promoted and the area is well used to extend the themes.

The quality of teaching is very good. Staff are encouraged and committed to accessing training and the ongoing monitoring of the provision. They have weekly discussions on planning, resources, development and assessment records and children's individual needs. Evaluation is very effective to plan for children's future needs. Staff plan an extensive range of topics and include opportunities to ensure children learn about their surroundings and the wider community and promote an awareness of diversity in society with interesting and stimulating themes. However some staff are insecure in consistently promoting incidental learning. Staff have a sound knowledge of special education needs and ensure children are successfully integrated.

Leadership and management is very good. The business and documentation aspects, and day to day management, is undertaken by a qualified and experienced person. Staff have been appointed to work in the pre-school who seek advice, training and support from the EYDCP. They are committed to the improvement of children's care and education. Staff work very well as a team to create a happy, warm and welcoming environment in which children learn.

Partnerships with parents are very good. Worthwhile written information is provided on an ongoing basis and children's developmental progress is discussed and documents shared regularly. Parents are invited to be involved with their child's learning and join sessions on a rota basis. They are aware of themes and topics through the newsletters and how they can develop activities at home.

What is being done well?

- Staff's understanding and knowledge of the stepping stones to the early learning goals. They plan an extensive variety of carefully inter-related themes and topics, and know what children are to learn, adapting the planning for children's individual needs. Staff are encouraged to attend ongoing training.
- The interaction between members of staff and children to extend knowledge, learning and experiences in a warm and welcoming, happy environment. This results in children being well behaved, using good manners and a developing understanding of others needs, demonstrated by including younger children in their play.

- Children have access to an extensive range of resources which are constantly being increased. They are well presented and stimulate and encourage children to be purposefully occupied in play and learning.
- The presentation of an outstanding range of resources in the role play area, such as the theme related woodland and farm areas, encourages children to enjoy their play and adapt ideas as they learn about the themes, environment and relate their own experiences.

What needs to be improved?

- the confidence and knowledge of all staff to consistently extend the use of phonics and accepted practices of writing from left to right and to encourage children to write their own name
- the extensions of incidental learning by all staff to further promote an awareness of the wider community, culture and beliefs.

What has improved since the last inspection?

The pre-school has made very good progress following the previous inspection. There has been a complete change of staff and venue and evidence leading to the judgement has been effectively implemented comparatively recently.

Planning was to continue being developed to identify what children are to learn and how activities can be extended to challenge more able children, especially at story and group time, and information in assessments was to be used to plan future activities.

Members of staff now demonstrate in the planning a secure understanding of the early learning goals and how the children progress along the stepping stones.

Documentation suggests how more able children's learning can be extended in activities, especially during the focus activity on the stepping stone sheet they have devised. Two story groups and small group time for more able children contributes in greater challenges being set for these children.

Planning to include all aspects of learning on an eleven week cycle and the effectively documented evaluations the staff make ensure any gaps in children's individual learning can be focused upon the next week.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn, confident to discuss issues in group times and during play. They are eager to share their achievements of completed work and crafts. A good understanding of what is right and wrong is demonstrated. Responses to tidy up are willingly met. Well developed friendship groups and a sense of community and needs of others is developing as they include younger children in their play. At snack they occasionally serve themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's interaction and vocabulary is well developed by the enthusiastic staff who present children with an exciting range of resources and themes. Previous topics and events are recalled as they repeat sounds and new words learnt during activities such as in the wood, going on picnics. Books and examples of text around the playroom stimulate reading and some use of phonics. Children have opportunities to mark make during play but are not always encouraged to write correctly on craft work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have well developed language and knowledge of mathematical concepts. There are excellent opportunities to use become absorbed in activities using stimulating resources and see numbers, count, describe shapes and measure throughout their play. They enjoy the links in dough play and create quantities such as halves and quarters, and number shapes. Making patterns on printed cards and free shapes and the solving of mathematical problems are carefully integrated into their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to explore and investigate an extensive range of objects and materials using all their senses. They observe change, compare resources, ask questions and listen to responses. The computer is used competently and older children show younger children new skills. They have access to a range of battery operated resources. Topics which include reference to their life, family and festivals from other cultures develops an awareness of time, place and others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and an awareness of space and safety around the resources and play areas. They have good control and co-ordination skills when using the excellent range of small and large resources, both indoors and outdoors. Movement skills on the large equipment is developing as they access resources on a rotational basis. They have a good understanding of the need for good hygiene practices and how their body changes when they are active and why they need to keep fit.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring an excellent variety of media and materials and create both two and three dimensionally. Their work is valued and displayed. They use their imagination and fully utilise resources to extend their own ideas in the stimulating role play area. Music in many forms is responded to as they sing spontaneously and demonstrate a good sense of rhythm. They have good memories for words of stories, poems and songs and express their enjoyment of activities using all their senses.

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:
- the knowledge of all staff to consistently extend the use of phonics, promote the accepted practices of writing and the extensions of incidental learning to further promote children's awareness of culture and beliefs.

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.