



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY242992

DfES Number: 513366

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Mary Daniel

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Greenfields Pre School
Setting Address Sure Start House
130 Taunton Road
Bridgwater
Somerset
TA6 6BB

REGISTERED PROVIDER DETAILS

Name The Committee of Greenfields Pre School 1013352

ORGANISATION DETAILS

Name Greenfields Pre School
Address 1 Hamp Green Rise
Bridgwater
Somerset
TA6 6AZ

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

Greenfields Pre-School opened in 1984 and has been on its current site since 2001. It operates from one room in the Sure Start House, which is a county owned premise. Children have use of the main playroom, bathroom facilities and an enclosed part-paved, part-grassed outdoor play area. The pre-school serves the local community.

Greenfields pre-school is registered to care for 20 children aged from 2 - 5 years and there are currently 51 children on roll.

This parent-committee run group is in receipt of Government funding for children, and there are currently 33 funded 3- and 4-year-old children on register. The pre-school cater for children with special educational needs and those with English as a second language, and receive support from the Somerset Sure Start Unit. The group is open Monday to Friday, term-time only, from 09:15 - 11:45 and 12:15 - 14:45.

There are five members of staff employed, the majority of whom are qualified in child care and early years education.

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

How effective is the nursery education?

Greenfields Pre-School provides good quality nursery education overall and children are making generally good progress towards the early learning goals.

Teaching is generally good. Overall, staff make good use of the detailed planning and assessment system to provide an interesting range of topic based activities. However, not all aspects of learning are fully promoted and staff do not always maximise the use of assessments to clearly identify children's skill level or to effectively challenge children. A welcoming play environment is created and staff interact well with the children, encouraging them to join in with a range of meaningful adult-led activities. Staff ask open-ended questions to help children think for themselves. Staff maintain clear daily routines, but some parts of the session are not effectively organised to give children sufficient variety and challenge in their play. Staff are well deployed and good use is made of individual expertise, such as in creative play. Good support is offered for children with special educational needs. Staff act as good role models and promote good behaviour effectively through regular praise and encouragement.

Leadership and management is generally good. Current systems allow staff to effectively monitor and review some aspects of provision, for example they evaluate daily focussed activities successfully and make appropriate use of this information for future planning. However, other aspects of monitoring are not as rigorous, such procedures for the monitoring of the overall session.

Partnership with parents is very good. Staff liaise effectively with parents and actively encourage their involvement in the pre-school, recognising the importance of the parent's role in a child's learning. This approach positively contributes to parents willingness to share information on their child's achievements and developmental progress.

What is being done well?

- Staff work very well together and with parents to provide good levels of support for children with special educational needs. Children are helped to integrate well within the setting and all children are learning a simple sign language as an alternative form of communication.
- Parents are provided with good quality information about the provision and are positively encouraged to become involved with their child's learning. Parents receive an informative 'Activities at Home' sheet, which clearly explains the learning intentions of the current topic based activities, related nursery rhymes and stories, and encourages ways of extending these at home with their children.
- Staff plan exciting and interesting topical activities. This is particularly evident

with the outdoor learning activities provided, such as when children grow their own vegetables, or see how tall their sunflowers grow. Children participate in these activities with enthusiasm and learn about their natural world with great interest.

- There is a bright and inviting play environment provided. Staff make good use of space and resources to create different areas of play which look attractive and are aimed to encourage children's participation and interest.

What needs to be improved?

- the opportunities for children to initiate their own ideas and use more independence in play, to make more use of technological resources, to explore wider aspects of diversity within their play environment, to explore musical sounds and to develop large muscle control on a regular basis
- the organisation of some parts of the session to ensure sufficient variety and challenge is provided for all children, particularly in aspects of language and literacy and mathematical development
- the systems for monitoring the provision

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection of funded nursery education, when they were asked to increase staff awareness of working with the Code of Practice on identification and assessment of special educational needs, and to provide further information on the early learning goals for parents.

Staff have worked well in becoming familiar with the Code of Practice, and each staff member has their own copy for reference. This has resulted in staff working together very well on following suitable procedures to support any child, identified with special educational needs. This has effectively helped all children to integrate well within the overall group and enables them to make good progress.

The group has now reviewed the welcome pack booklet given to parents on registration. They have effectively improved this to provide good quality information about the early learning goals and how activities are planned in relation to them. Parents are also provided with detailed information on planned topical activities offering opportunities to gain further awareness on each area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show a sense of pride in their achievements as they complete a jigsaw or finish painting a sunflower. They take turns and wait patiently in a game, and show respect for others. Children settle to play easily and generally concentrate well in an adult-led activity, but some do not always explore many other play areas independently. They begin to develop a sense of community as they sing their group song before home time, or join in a walk to raise money for charity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to a story and most handle books carefully. They are beginning to ascribe meaning to their marks, for example, as a child draws her 'snail house'. Some children use language well to express their thoughts, and a child talks in detail about his mummy doing the wallpapering at home. Children are not sufficiently challenged to regularly explore rhyme. Children realise that print carries meaning as they find their name cards and they see clear labels around the room.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to recognise numbers of personal significance, for example, as a child tells an adult that she is three. Most children are confident in counting the number of cups put out at snack time, but they are not sufficiently challenged in counting opportunities or in starting to solve simple practical number problems in their play. Children show interest about shapes as they go on a treasure hunt in the garden to look for the hidden shapes, or as they make a honeycomb hexagon.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children find out about their environment with great interest as they explore a nearby beach, or go on a walk in the woods where they find a rabbit hole. They study the insects found on a bug hunt and investigate different trees. Children have fun helping to build a shelter with branches and leaves. They discover how things work as they make a kite from a plastic bag and string. However, children are not able to fully explore the use of technology or learn fully about other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are well supported in developing their hand-eye co-ordination and can pour their own drinks carefully. They are beginning to show awareness of their own needs as they independently go to wash and dry their hands. Children excitedly run and jump in their outdoor play, and are starting to form a good sense of balance as they walk across a wobbly rope bridge, but have less opportunity to fully develop their large muscle control with use of indoor facilities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture with pleasure, in making a colourful collage rainbow, or taking a rubbing of a tree's bark. They are beginning to recognise colours well as they mix paints together or when they sit at the red, green or blue table for a snack. Children sing a favourite song together, but opportunities to explore other musical sounds are limited. They enjoy a pretend 'tea party' with a staff member, and make models from junk materials with good imagination.

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

- provide further opportunities for children to initiate their own ideas and use more independence in play, to make more use of technological resources, to explore wider aspects of diversity within their play environment, to explore musical sounds and to develop large muscle control on a regular basis
- ensure that all parts of the session are maximised to promote sufficient variety and challenge for each child, particularly with regard to aspects of language and literacy and mathematical development.

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.