



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251439

DfES Number: 548000

INSPECTION DETAILS

Inspection Date 13/12/2004
Inspector Name Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Cartwheels
Setting Address Camps Road
Haverhill
Suffolk
CB9 8HF

REGISTERED PROVIDER DETAILS

Name The Committee of Cartwheels Playcentre 04773561 1085483

ORGANISATION DETAILS

Name Cartwheels Playcentre
Address The Old Courthouse
Camps Road
Haverhill
Suffolk
CB9 8HF

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

Cartwheels is a committee run provision, which opened in 2000. It operates from its own premises in Camps Road, within walking distance of the centre of Haverhill. It is also a short walk away from local primary schools and children attend from the local and surrounding areas.

The setting is a multiple provision, registered for full day care and provides a playgroup, 'wrap around' and out of school care for children from two to under eight years. There are currently 170 children on roll; this includes 22 funded three year and four year olds. Some children have special needs and the group supports children who speak English as an additional language.

The setting opens five days a week, all year round from 08:00 until 18:00 Monday to Friday. Sessions are flexible to suit parents' needs and children attend for a variety of sessions each week.

Thirteen members of staff work with the children; four have early year qualifications, and four members of staff are currently working towards an accredited training qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Educational provision at Cartwheels Play centre is acceptable and has some significant areas for improvement in the quality of teaching, leadership and management. Children are making generally good progress towards the early learning goals in all six areas of the Foundation Stage. Their personal, social and emotional development is promoted very well through good conversations, relationships and interactions with staff. Their confidence and self esteem are promoted by appropriate praise and encouragement.

The quality of teaching has significant weaknesses. It is appropriate for three year old children. They benefit from extended free play opportunities and independent access to resources and activities. The older and more able children's learning is not fostered well and lacks rigour. Planning is low key and generally lacks sufficient focus to promote their overall learning. Staff do not engage the older children with challenging activities or in questions, helping them to think and explore how and why things work or happen. They interact with the children kindly but have low expectations for children's achievements. Assessments are manageable, tracking some progress over time.

Leadership and management have significant weaknesses due to recent staffing problems. Staff work well as a team and are very supportive of each other. Lack of effective appraisal, monitoring, evaluation and staff development systems means that procedures are not in place to effectively promote the improvement of care and education for all the children.

The partnership with parents and carers is generally good. Information and details of the educational programme are provided in the prospectus. Daily conversations and work taken home help parents know what their children have been doing. Opportunities for them to be more involved in their children's learning are not provided.

What is being done well?

- Promotion of children's personal, social and emotional development through very good relationships.
- Language skills in good conversations, interactions and opportunities to talk about their own lives and experiences.
- Opportunities for extended free play for the younger children with independent access to activities and resources.

What needs to be improved?

- quality of teaching through comprehensive, overall planning to include questioning, real challenge and rigour for the four year olds
- appropriate group work and activities for the older and more able children, especially in language, literacy, mathematics and knowledge and understanding of the world
- systems and procedures to effectively monitor, evaluate and promote children's overall learning, ensuring progress through the six areas of learning
- opportunities for staff to develop practice, skills and understanding in an appropriate appraisal scheme
- management and leadership systems to promote staff development and evaluation of the quality of teaching.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Very good relationships promote children's confidence and self esteem. Playing with many free play toys and resources and engaging with staff throughout the session helps them become independent learners. Children are well behaved, understand rules and routines and respond well to staff expectations. They share and take turns. They learn about other cultures in festivals but have limited resources to extend their understanding.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Good conversations and interactions with staff promote all the children's language skills. They enjoy talking about their own lives and experiences, expressing likes, dislikes and feelings. Children enjoy stories, especially the Kimmi toy story written by a parent each weekend. Their early writing skills are fostered well through mark making but overall literacy is not promoted well for the older children. Activities are not planned to aid progression effectively for all aspects.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Free play activities provide opportunities for the younger children to learn about counting and some aspects of mathematics are included spontaneously. Shape work is covered well with toys and in craft work. Opportunities are missed for the older children to learn about simple problem solving in practical activities like snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Many good opportunities are provided for all the children to talk about their own lives and experiences. The local environment is used well to help them learn about weather, seasons and natural materials. Planned activities are low key and children's thinking is not challenged by appropriate questioning. Technology resources are insufficient to promote children's all round learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Daily opportunities are provided for children to explore all aspects of their physical development both inside and in the small garden. Children benefit from free access to resources, tools and malleable materials. Planning lacks challenge for the older children.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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All aspects of art and craft are covered over time. Children have access to painting, cutting, sticking and joining using many resources for 2 and 3 dimensional work. Imaginative role play is supported well and they enjoy singing familiar songs and ring games. Low expectations in teaching mean children's creativity is not fully exploited.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop comprehensive, overall planning to include real challenge. Provide appropriate group work and activities for the older and more able children, especially in language, literacy, mathematics and knowledge and understanding of the world
- develop systems and procedures to effectively monitor, evaluate and promote children's overall learning. Provide opportunities for staff to develop practice, skills and understanding in an appropriate appraisal scheme.

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.