



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113671

DfES Number: 516815

### INSPECTION DETAILS

Inspection Date 20/05/2004  
Inspector Name Jill Simpson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rascals Pre-School Playgroup  
Setting Address Methodist Church Hall  
Claigmar Road  
Rustington  
West Sussex  
BN16 2NL

### REGISTERED PROVIDER DETAILS

Name The Committee of Rascals Pre-School Playgroup

### ORGANISATION DETAILS

Name Rascals Pre-School Playgroup  
Address Rustington Methodist Church  
Claigmar Road, Rustington  
Littlehampton  
West Sussex  
BN16 2NL

## 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

Rascals Pre-school playgroup is a registered pre-school situated within the Methodist church in Rustington. This group was set up in 1989 and is church-owned but staff managed. It is open four mornings each week between 09:30 and 12:15 and registered for 26 children between the ages of two and a half and five years. At present there are 12 funded three-year olds and 11 funded four-year-olds on roll. The playgroup supports children with special educational needs and is able to support children with English as an additional language.

The team of five staff are well qualified and experienced in child care and education and are supported by volunteers. This group has the use of three rooms, one is a spacious carpeted hall. There is no access to an outside area.

## 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 Rascals Pre-School Playgroup is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Children's personal, social and emotional development is very good, they behave very well and respond well to staff's high expectations. Children are challenged by a range of mostly well-planned and well-resourced activities linked to the early learning goals. They begin to write and form letters correctly. Children listen carefully at the story-session but younger children lose interest when the group is large. Staff encourage the use of mathematical language to compare size and quantity; add and subtract objects in everyday activities. Activities and artefacts on the interest table, allow children to investigate different objects and materials. They are developing good physical skills using a range of equipment although they are not taught to recognise changes in their bodies when they are active and older children do not have regular planned access to climbing equipment. Good systems are in place to support children with special educational need and children with English as an additional language.

Leadership and management are generally good. The supervisor is well aware of her responsibilities and those of her team. Staff are undertaking training to be able to supervise. All staff take part in planning and evaluating and are aware of using too much paperwork. There is a keyworker system. They record their observation using the Foundation Stage Profile. This is used to assess children's progress and inform planning; it is under review.

Partnership with parents is very good. They are given an informative information pack and attend an annual open morning to learn about the curriculum. They are involved in their child learning through the 'home reading scheme. They exchange information about their child's progress on a daily basis.

### What is being done well?

- Children's progress in the area of mathematics is very good due to well-planned interesting activities using a range of carefully selected resources.
- Staff display and use a good range of resources and equipment to enable children to make very good progress in their knowledge and understanding of the world.
- The pre-school works very well in partnership with its parents and carers to help children progress in their learning.
- Children and adults have very good relationships. The children are well supported by the staff who question effectively to extend the children's

thinking and learning.

- Children are interested, excited and motivated to learn. They are confident, independent learners.

#### **What needs to be improved?**

- younger children's access to an appropriate story-group;
- staff's planning for the use of large equipment to challenge older and more able children, to extend their large muscle skills through activities such as climbing;
- children's understanding of changes to their bodies when they are active.

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

The playgroup has made very good progress since the last inspection.

They have addressed both the key issues, one to do with assessment and the other to do with opportunities for parents and carers to learn about the curriculum. Staff have introduced a keyworker system to improve assessment and record observations of children and their acquired skills in the West Sussex Foundation Stage profile. They are currently monitoring and reviewing this document. Parents and carers are now given an opportunity to find out about the curriculum at an annual open-morning. There is useful information about the curriculum available to all.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and excited by different activities such as the working of the camera or when singing. They respond to their names being called and sing individually in a large group. Children learn to work together in small groups. The four-year-olds work separately at times. Children learn to behave well and to respect adults and other children. They are taught to actively listen at story-time. Children learn to become independent and to choose their own resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn a range of vocabulary such as the names of farm animals. They extend their thinking by adult's skilful questioning. Children begin to write lists in the role-play area and learn to form letters correctly. Through meaningful labels and finding their own names, children learn that print has meaning. They make good use of the well-stocked book corner. Children learn to link sounds and letters. Three-year-olds do not have access to an appropriate story session.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Through a well resourced mathematics area, children learn to compare numbers and begin to add and subtract objects. They are familiar with number names and count objects through planned activities and informal situations. Children are introduced to mathematical language and learn to compare size, quantity and position. They look at longer and shorter pieces of construction equipment. Children become familiar with number symbols, on jigsaws, a hopscotch mat and in books. They learn about pattern.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through many well-planned interest tables, children investigate different objects and materials. They melt ice and look at seashore objects. They look at living things such as chickens. Children learn to construct and build in many different ways. They are introduced to technology. Through conversations with adults children learn about events in their own lives. They look at books and learn about other cultures. They talk about the local area such as the beach and farms.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children learn to handle a range of tools and construction equipment. They are taught to use a screw-driver safely. They use a range of large and small equipment such as balls, hoops, balance beams and climbing equipment. Four-year-olds do not have regular planned access to the climbing equipment. The large spacious hall enables children to have some freedom of movement and to be aware of themselves as they move. Children do not recognise changes that happen to their bodies when active.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Through a well-planned role-play area children are able to act out their own ideas using a range of suitable equipment. Children explore a range of colours and materials in two and three dimensions. They draw, paint and use collage and junk materials to express their own ideas and feelings. Children learn about sound and music by singing action and counting songs as well as using musical instruments in a planned music corner or as a large group.

**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**

- develop children's awareness of how their bodies change before and after exercise
- provide opportunities for younger children to participate in an appropriate story group
- look at the planning for physical development in order to provide regular, challenging activities for older and more able children.

*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.*