



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 311383

DfES Number: 521182

### INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Valerie Craven

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Central Methodist Playgroup
Setting Address	Mortimer Street Cleckheaton West Yorkshire BD19 5AR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Central Methodist Playgroup
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### ORGANISATION DETAILS

Name	Central Methodist Playgroup
Address	Mortimer Street Cleckheaton West Yorkshire BD19 5AR

## 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

Central Methodist Playgroup is a committee run playgroup which has been established for over 25 years. The group operates from within the church hall in the Central Methodist Church building in Cleckheaton and serves families within the local residential area.

There are currently 22 children on roll. This includes 11 funded 3-year olds. There are no funded 4-year olds attending. Children attend for a variety of sessions. The setting is not currently supporting children with special needs. There are two children attending who speak English as an additional language.

The group opens three mornings a week during term time. Sessions are from 09:30 until 12:00.

Four staff work with the children, covering the sessions between them as required and procedures are in place for emergency and relief cover. Two member of staff are working towards the level 4 Working with Children in the Early Years. The other staff have a recognised teaching certificate and PLA introduction. The setting are awaiting advisory teaching support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

At Central Methodist Playgroup provision is of good quality overall, and children are making generally good progress towards the early learning goals. They are making very good progress in physical and creative development. Generally good progress is made in personal, social and emotional development, communication, language and literacy, mathematical development, and knowledge and understanding of the world.

Quality of teaching is generally good. Staff use a range of suitable methods to help all children to progress, including an emphasis on 'learning through play', and practical sensory based activities. They manage children's behaviour well through the consistent use of effective strategies, and ensure that resources are accessible to foster children's independent learning. Staff's knowledge and understanding of some aspects of the early learning goals is limited.

Leadership and management is generally good. There is a firm commitment by the committee and staff to make improvements in the care and education for all children, such as holding regular fundraising events, including using the funds to purchase good quality resources to help further promote children's communication, language and literacy skills. The introduction and implementation of staff appraisals to identify individual training needs is limited.

Partnership with parents and carers is very good. They are encouraged to be involved in their child's learning, often as part of a parent helper rota system, also through the playgroup's management committee, and when supporting fund raising events. Parents are able to share what they know about their child, and are well informed about their child's achievements and progress through a key worker system.

### What is being done well?

- Staff's use of a range of suitable methods to help all children to progress, including an emphasis on 'learning through play', and practical sensory based activities.
- The effective ways in place, through the leadership and management of the committee and staff, to make improvements in the care and education for all children, such as holding regular fundraising events, including using the funds to purchase good quality resources to help further promote children's communication, language and literacy skills.
- Children's aptitude to form good relationships with each other and the staff, illustrated well during small group work activities, such as when children attempt to assemble a large road track, taking turns and sharing the resources fairly.

- Children's early reading skills, fostered well in the comfortable book area, clearly enhanced by staff support, and when listening and responding with enjoyment to stories.
- Children's ability to use mathematical language to describe and compare quantity, promoted well during practical baking activities, including handling a spoon and a set of scales to help measure out quantities of ingredients used in a particular recipe, such as a recipe for biscuits.
- Parent's level of involvement in their child's learning, often as part of a parent helper rota system, also through the playgroup's management committee, and when supporting fund raising events.

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

- the development of children's personal independence skills, and their sensitivity to those who have disabilities, also their ability to write their own names, and the development of their understanding of simple addition, including combining two groups of objects
- the encouragement of children to use everyday technology items to help support their learning
- the staff's knowledge and understanding of some aspects of the early learning goals
- the introduction and implementation of a suitable staff appraisal system to identify individual training needs.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have an aptitude to form good relationships with each other and the staff, illustrated well during small group work activities, such as when children attempt to assemble a large road track, taking turns and sharing the resources fairly. They are interested and motivated to learn, and are aware of what is acceptable behaviour in the playgroup. The development of their personal independence skills, and their ability to show sensitivity to those who have disabilities are limited.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their early reading skills, fostered well in the comfortable book area, clearly enhanced by staff support, and when listening and responding with enjoyment to stories. They are able to explore real and imaginary experiences, such as through listening to stories, also through role play activities when making up their own stories, and are developing their listening and speaking skills. There are limited opportunities for children to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to use mathematical language to describe and compare quantity, promoted well during practical baking activities, including handling a spoon and a set of scales to help measure out quantities of ingredients used in a particular recipe, such as a recipe for biscuits. They can count reliably up to 10 everyday objects, recognise and recreate patterns, and understand simple subtraction. There are limited opportunities for children to show an understanding of simple addition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing their designing and making skills, such as when handling a wide range of accessible construction resources, also everyday materials, including large cardboard boxes. They can explore and investigate through looking closely at living things, such as features of a fish and snail, and are developing a firm sense of place, including going on a nature walk. There are limited opportunities for children to use everyday technology items to help support their learning.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are skilful at using small and large equipment, well featured during the outdoor sessions, including throwing, hitting and catching a ball, and when operating pedal bikes and vehicles. They are able to work on challenging balancing equipment, handle a range of one handed tools to help with the development of their hand and eye co-ordination, such as scissors during cutting and sticking activities, and are encouraged to show a sense of space, including marching around in a large circle.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to respond in a variety of ways using all of their five senses, such as their sense of smell and taste, shown well during stimulating baking and tasting activities, including tasting bread from around the world. They are skilful at using their imagination through role play activities and when making up their own stories, can explore sound through the use of accessible musical instruments, and are able to explore colour and texture during many art and craft activities.

**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**

- further develop staff's knowledge and understanding of the full range of early learning goals
- ensure that all aspects of children's learning are fully promoted in planning, in all areas of learning
- introduce and implement a suitable staff appraisal system to identify individual training needs.

*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.*