



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 101678

DfES Number: 512215

INSPECTION DETAILS

Inspection Date	08/04/2003
Inspector Name	Miriam Sheila Brown

SETTING DETAILS

Day Care Type	
Setting Name	Cashes Green Playgroup
Setting Address	Cashes Green School Hill Crest Road,Cashes Green, Stroud Gloucestershire GL5 4NL

REGISTERED PROVIDER DETAILS

Name	The Committee of Cashes Green Playgroup
------	---

ORGANISATION DETAILS

Name	Cashes Green Playgroup
Address	Cashes Green School Hill Crest Road,Cashes Green,Stroud Glos GL5 4NL

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

Cashes Green Playgroup is situated in a classroom within Cashes Green Primary School. The group is able use the school hall, playground and field and join with the reception class on occasions. The group is managed by a committee of parents and serves the local urban community area to the north- west of Stroud.

The playgroup is open on weekday mornings from 9.00 a.m. to 11.45 a.m. and two afternoons a week from 1.00 p.m. to 3.00 p.m. during school terms. It is registered for a maximum of 22 children aged between two and five years. There are currently 28 children on role. Seventeen three-year-olds and 11, four-year-olds are in receipt of funding. The group is not currently supporting any funded children with special educational needs or those with English as an additional language.

There are six staff, all of whom have relevant qualifications in childcare. A rota parent supports the group at each session. Since the last inspection there have been some staff changes and the group have recently had their room renovated.

The playgroup works closely with the primary school and receives regular support visits from the Parent and Toddlers Association (PATA) fieldworker.

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

How effective is the nursery education?

Cashes Green Playgroup offers good quality provision which helps the children to make generally good progress towards the early learning goals. Personal, social and emotional development, knowledge and understanding of the world, physical and creative development are all very good. Communication, language and literacy and mathematical development are generally good with some very strong points.

The teaching of children is generally good. Staff have a good understanding of the children which enables them to provide a range of activities to meet their needs. Staff encourage children to learn at their own pace and use positive teaching methods to support their learning. Activities that enable children to practise linking sounds with letters and to practise their early adding and subtracting skills are limited. Well-planned topic work and daily planning, strongly support children's learning about different cultures and the wider world.

Staff evaluate activities by talking with the children to assess how and what they have learnt and to ensure that individual needs are met.

The leadership and management of the group is very good. The playleader is dedicated and has a strong staff team who work well as a together. The group is managed by a voluntary committee of parents which has grown over the past two years and is now more able to support the teaching staff and their training needs. Assessment and evaluations are well used to inform all aspects of the setting and the group are working towards a Quality Assurance scheme.

The partnership with parents is generally good. Parents have comprehensive and clear information about all aspects of the group and are encouraged to take an active part in group sessions. Information on children's learning is always available to parents and regularly shared with them on an informal basis. Parents are welcomed to the group and may contribute to assessments to support their children's progress.

What is being done well?

- Children are making very good progress in personal, social and emotional development, knowledge and understanding of the world, physical and creative development. They are growing in confidence and independence and keen to join in with all activities.
- Staff have a very good understanding and knowledge of the children which enables them to plan activities to meet children's individual needs.
- The programme for knowledge and understanding of the world is very good and offers the children a wide range of experiences to develop their awareness of the immediate and wider world.

- Good use is made of school facilities to support physical development and the group join with the reception class for some snack and play times.
- Children's creative development is very well supported and children enjoy a wide range of creative activities including music, art, and imaginary play.

What needs to be improved?

- children's awareness of initial sounds of words and how these link with letters.
- children's understanding of more and less, in mathematical development.

What has improved since the last inspection?

The group have made very good progress since the last inspection. Assessments are now dated and filed for each child which means that they can be used better to monitor individual progress and inform future planning to ensure that children continue to make progress in their learning. The programme for writing has been reorganised so that children have more adult input to ensure that they are forming letters correctly and there are more opportunities for children to practise their early writing skills by mark making, in child-led activities.

The group have had a new play leader since the last inspection and parents are now taking greater interest in the playgroup committee.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are eager to join in with all activities and choose them independently. Children confidently try new activities and staff support younger, less confident children very well. Their behaviour is very good and they are learning to care for themselves through growing attention to personal hygiene and pouring their own drinks. They care for their immediate environment and tidy-up well after activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. They use language to communicate ideas and feelings and talk about things that have happened to them, real and imagined. Many children can read their names but opportunities for them to practice initial sounds of words are limited. There are many opportunities for children to make marks and for more able children to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Most children count to ten and are developing their awareness of number through many different activities e.g. dough, cooking. Opportunities to develop a greater understanding of early addition and subtraction are limited. Children's shape and pattern recognition is developing through well planned topic work. They enjoy making pasta necklaces and copy patterns from around the world.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They explore and investigate many interesting activities e.g. topics about tadpoles and growing seeds. They build with a variety of objects and use various technologies to assist in their learning such as a tape-recorder, till, cooker. Children's awareness of other cultures and beliefs is well supported through topic work, stories and first-hand experiences.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They have daily opportunities to develop their co-ordination using apparatus and make good use of the school facilities both inside and outside. They are growing in awareness of how to keep healthy and recognise changes in their bodies during physical activity. Children use a wide range of tools, equipment and materials with confidence.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in creative development. They explore media and materials through many interesting activities e.g. painting, dough and construction. There are many good opportunities for them to explore different types of music, dance and to play instruments. The role-play area is well used for imaginative play. Children enjoyed exploring using all their senses during recent topic work and experimented using blindfolds.	
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

- ensure planning includes opportunities to link sounds and letters and to hear and say initial sounds in spoken words;
- provide more opportunities for children to develop awareness of simple addition and subtraction.

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.