



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253421

DfES Number: 523822

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Ann Keen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Costock Playgroup
Setting Address	Main Street Costock Loughborough Leicestershire LE12 6XD

REGISTERED PROVIDER DETAILS

Name	The Committee of Costock Playgroup
------	------------------------------------

ORGANISATION DETAILS

Name	Costock Playgroup
Address	Main Street Costock Loughborough Leicestershire LE12 6XD

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

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 Costock Pre-school is of a good quality and children make generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. Staff provide a wide range of activities, which they change regularly for variety and interest. The inside accommodation and resources are used well but the outside is not always used effectively. The systems for planning and assessment are developing well and are aligned closely to the six areas of learning and the stepping stones. However, they are not used sufficiently well to plan the next step in the children's learning. This results in a lack of challenge for the older and more able children. Staff work well alongside the children, questioning them effectively to expand the children's ideas. Although the methods are generally suitable for the age of the children, sometimes during the day the organisation is not appropriate for their stage of development. Staff expect children to behave appropriately and consequently they respond well.

The leadership and management is generally good. The leadership is very enthusiastic and committed to improving the provision. The setting has a clear vision for the future so staff are generally aware of developments that need to take place. Staff evaluate the activities effectively. The group monitors and evaluates the provision reasonably effectively but some of the intended improvements are still in the early stages of development.

The partnership with parents and carers is generally good. Parents receive useful information about the pre-school, which includes the early learning goals, although they are not always clear about the learning objectives for the children. Notices are clearly displayed on the noticeboard. Parents discuss their children's progress informally each day and are encouraged to be involved in their children's learning. They can see their child's records whenever they wish.

What is being done well?

- Leadership is good. Staff have a vision for the future and are keen to improve the provision.
- The setting provides good quality information for parents so they are well-informed about the provision.
- Children are learning to use mathematics to solve problems and understand the use of mathematics.
- Staff question the children effectively enabling them to develop their thinking skills.

What needs to be improved?

- the way assessments are used to help plan the next step in children's learning;
- the challenge provided for older and more able children;
- the way activities are organised to ensure children are receiving the best education possible;
- the way the outside area is organised to provide a wider variety of challenging activities.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Although there are no children at present with special educational needs, good systems are in place to provide for their needs, if necessary. Staff are aware of the early learning goals and provide a programme of learning to cover the six areas appropriately. The activities are purposeful because the staff ask demanding questions so children's thinking is developed. The learning objectives are included in plans so staff are clear what they expect the children to learn. However, the assessments are still not used sufficiently well to plan for the next steps in children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

There are very good relationships between staff and children which help to develop the children's self-esteem. Children are able to work independently; they choose activities for themselves. They generally behave well. However, the organisation of activities sometimes leads to children not listening and becoming restless. Children are effectively learning to understand the need conform to group situations like sitting down at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children's language is developing well through good communication with staff. Children express their own ideas accurately and learn new language in context. Sometimes children's listening skills are not developed effectively because activities are not organised to encourage the development of those skills. Children are successfully learning to recognise their names as they collect their name cards on arrival. Some children are correctly learning to identify sounds that letters make.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

The children are learning very successfully to solve simple mathematical problems, for example, when they decide that they can only have four children at the water tray. Everyday topics such as the date are used effectively to help children recognise and learn about numbers; they are learning to count accurately. Children understand how addition and subtraction works through singing songs like 'Five Little Ducks'. However, activities are not always extended for the older and more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children understand about their world through exploring the local farming community. Lambs and chickens have been brought in to develop an understanding of living things. By discussing the weather children develop a good understanding of daily changes. Children use the computer, successfully controlling the mouse. They build and construct using commercially produced materials but the older children do not have sufficient opportunities to extend their learning to explore how things work.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are learning about healthy eating and the importance of healthy behaviour like washing their hands. They have access to suitable equipment such as a balance beam and hoops, which they use with control and enthusiasm. However, they do not always have enough challenge in developing movement in boisterous activities. Children's co-ordination is improving and their manipulative skills are being developed with increasing control.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
The children respond with enthusiasm to experiences like feeling spaghetti and printing with fruit. They have a range of interesting opportunities to develop their imagination, in 'The Café', for example. They successfully use colour and texture in a variety of situations, making pictures from glitter, wool and papers. They experiment with musical instruments and can sing well-known songs like 'Twinkle Twinkle, Little Star' accurately.	

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

- use assessments to plan the next steps in the children's learning;
- provide challenge for the older and more able children;
- ensure activities are always organised to effectively facilitate children's learning;
- improve the use of the outside areas to cover a wide range of stimulating activities.

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.