



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133403

DfES Number: 547402

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kennington Playgroup (The)
Setting Address Old School Buildings
St Swithun's School, The Avenue, Kennington
Oxford
Oxfordshire
OX1 5PP

REGISTERED PROVIDER DETAILS

Name The Committee of THE MANAGEMENT COMMITTEE

ORGANISATION DETAILS

Name THE MANAGEMENT COMMITTEE
Address THE KENNINGTON PLAYGROUP
OLD SCHOOL BUILDINGS, ST SWITHUN'S SCHOOL, THE
AVENUE, KENNINGTON
OXFORD
OXON
OX1 5PP

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

The Kennington Playgroup opened in 1969. It operates from two rooms in the Old School Building in the grounds of St. Swithuns school in the centre of the village. Children have access to a secure enclosed play area. The playgroup serves the local area.

There are currently 31 children from 2 to 5 years on roll. Of these 21 receive nursery education funding. The playgroup opens from 09.00 to 12.00 Monday to Friday during school term times. Children attend for a variety of sessions. The setting is able to support children with special education needs and currently supports children who speak English as an additional language.

Six part-time staff work with the children. Four of whom have a recognised early years qualification.

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

How effective is the nursery education?

Kennington Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, knowledge and understanding of the world and creative and mathematical development.

The quality of teaching is generally good. Activities promoting children's personal independence develops their confidence and self-esteem. The good use of questioning and dialogue by staff encourages and extends children's thinking. Staff provide many opportunities for children to express themselves and access books. There are limited opportunities to develop links between sounds and letters and to mark make. Staff provide opportunities for children to explore and learn about the natural world. Effective planning in most areas ensures children use the resources well and have access to a wide range of activities, however, there are missed opportunities to develop all areas of children's learning through outdoor play. An effective system is in place to record children's daily achievements. Children are encouraged to develop their imagination and creativity in role-play, art and crafts. There are systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management are generally good. The staff team care and support children in the setting well. Staff provides a caring, stimulating environment where children learn through a wide range of activities. A system to support staff's continuing professional development is not in place.

Partnership with parents and carers is very good and contributes to the children's learning. Staff inform parents about the activities and routines through verbal exchanges and regular correspondence. They share observations about their child and staff help parents understand how they can support children's learning.

What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff, they engage easily in conversation expressing personal preferences and making independent choices. Staff work hard to build children's confidence and develop their self-esteem.
- Children have the opportunity to count and use numbers regularly. Staff develop simple addition and subtraction through a variety of situations. Songs, rhymes and effective teaching methods promote and reinforce learning.
- Children are able to explore and develop their knowledge and understanding of the world through an effective use of activities from which they can learn

first hand. Staff promote learning through simple experiments, objects, topics and discussion.

- A good use of resources provided by staff gives opportunities for children to design and make objects using a variety of tools, materials and techniques.

What needs to be improved?

- the inclusion of all areas of children's learning when planning outdoor play
- opportunities for children to begin to link sounds to letters through regular phonic sessions and everyday events
- opportunities for children to mark make for purposes relevant to their play on an everyday basis
- the system to complete staff appraisals identifying areas for development, thereby contributing to the effective development of the provision.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff give high priority to developing children's self-esteem and confidence in a relaxed and caring atmosphere where the children feel secure. Staff encourage good behaviour through example and attitude. Children are aware of the boundaries and expectations, they are polite, courteous and show consideration for each other and adults. Children have good access to resources and are encouraged to choose for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and articulate speakers who engage easily in conversation. Most activities foster language and literacy skills, daily opportunities to write for a variety of purposes relevant to play are limited. Staff's effective use of questioning encourages children's thinking, however, few activities provide opportunities to link sounds to letters. Children treat books with respect, show pleasure when looking at them and have a good range to choose from.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to use language such as 'under and on top of' to compare position. They are developing an understanding of addition and subtraction using everyday activities and rhymes. Resources provide opportunities for the children to problem solve within enjoyable everyday situations in their play, for example building a train and car track incorporating bridges and tunnels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children demonstrate an increasing knowledge of the world in which they live. Topics and everyday events enable staff to develop children's curiosity and understanding of living things. Children question why things happen and how things work. Children talk about past and present events in their lives and have good recall. IT equipment and appropriate software and everyday technology are in place and effectively used by the children to increase their understanding and skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's physical skills are developing well, and they have regular opportunities to consolidate these, however, some development is missed due to the lack of planning for the outdoor area. There are opportunities to practise fine motor skills. Children's growing awareness of the space around themselves and others is evident in the confident way they move around. Children are knowledgeable about their bodies and health and hygiene issues, they are encouraged to follow good practice.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in imaginative play and stories; they enjoy adult-led songs and rhymes. They express their imagination through a range of planned activities including role play and music. Children show confidence and are capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials is seen in the children's work which shows evidence of the wide range of materials used.

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

- include all areas of children's learning when planning outdoor play
- opportunities for children to begin to link sounds to letters through regular phonic sessions and everyday events
- opportunities for children to mark make for purposes relevant to their play on an everyday basis
- develop a system to complete staff appraisals identifying areas for development, thereby contributing to the effective development of the provision.

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.