



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 220193

DfES Number: 525630

### INSPECTION DETAILS

Inspection Date 27/01/2005  
Inspector Name Ann Austen

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cogenhoe Playgroup  
Setting Address York Avenue  
Cogenhoe  
Northampton  
Northamptonshire  
NN7 1NB

### REGISTERED PROVIDER DETAILS

Name Cogenhoe Playgroup 1027622

### ORGANISATION DETAILS

Name Cogenhoe Playgroup  
Address York Avenue  
Cogenhoe  
Northampton  
Northamptonshire  
NN7 1NB

## 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

Cogenhoe Playgroup opened in 1970 and operates from the Community Centre within the village of Cogenhoe, Northampton. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:00 to 12:00 during term time only.

There are currently 13 children aged from 2 to under 5 years on roll. Of these, 9 children receive funding for Nursery Education. Children come from the village and surrounding areas.

The nursery employs four staff. One staff member, the supervisor, holds an appropriate early years qualifications. One staff member is working towards a qualification.

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

### How effective is the nursery education?

Cogenhoe Playgroup provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good overall. Staff are continuing to develop their knowledge of the early learning goals and how children learn. They plan a range of topics around the six areas of learning and identify the learning intentions. However, plans do not include sufficient detail to enable staff to adapt the activities to promote the learning of all children. Staff make observations and complete assessments of the children's progress, however, they are not always informative and sufficiently linked to the stepping stones and early learning goals. Staff interact with the children forming good relationships. They develop the children's language, by maintaining a dialogue with them and ask questions which encourage them to think. However, activities are not always extended to provide sufficient challenge for older, more able children, especially in the aspects of mathematics and physical development. Staff have a consistent approach to managing children's behaviour. Generally, effective use is made of the environment and resources, but it is not always organised to help children select further resources for themselves. Systems are in place to support children with special educational needs.

Leadership and management is generally good. The playgroup is managed by a committee. Staff are clear of their roles and responsibilities and work well together as a team. However, they do not make effective use of evaluation to monitor all aspects of the provision.

The partnership with parents is generally good. Parents receive information about the setting and the curriculum. However, this does not include how parents can support their children's learning at home. Informal systems are in place to share and exchange information about the children's progress towards the early learning goals.

### What is being done well?

- Staff establish caring relationships with the children. They treat the children with respect and their individual needs and decisions are valued. Staff give reassurance, encouragement and praise which develops children's confidence and self esteem. They reinforce clear boundaries and sensitively help children to understand the impact of unacceptable behaviour on others. Staff encourage the children to share, take turns and to develop good manners.
- Children have opportunities to notice differences, change and features of their local environment. They enjoy nature walks where they observe changes in the seasons, collect leaves and conkers and hunt for mini beasts. Children walk to the local post office to post their letters and enjoy visits from the emergency services, health visitor and hair dresser.

- Children share and enjoy a range of books, handling them carefully and turning the pages appropriately. Younger children show an interest in the illustrations, enjoying books where they can feel different textures and reveal hidden characters. Older children are beginning to understand that print carries meaning following the text with their finger and narrating the story to themselves.

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

- opportunities for children to select resources for themselves, to attempt writing for a variety of purposes, to show an interest in why things happen and how things work, to regularly use musical instruments and to listen to different styles of music
- challenge for older more able children to develop their understanding of calculation and problem solving in practical activities and everyday routines and to develop their physical skills further
- staff knowledge of the Foundation Stage, including teaching methods, to ensure that there is sufficient challenge for older, more able children and that the staff know how to adapt the activities to promote the learning of all children
- the system of observation and assessment, to ensure that information is sufficiently linked to the stepping stones and early learning goals
- the use of evaluation to monitor all aspects of the provision
- the partnership with parents, by providing parents with ideas as to how they can support their children's learning at home.

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

Generally good progress has been made in implementing the action plan drawn up to address the two issues raised at the last inspection. Staff plan a range of topics and activities which now include the six areas of learning and more direct teaching has been introducing into the programme. All children now have daily opportunities to participate in an adult focused activity. For example, staff teach children skills such as how to use scissors and other tools safely. Plans have been developed to include the learning intentions, however, they do not include sufficient detail to enable staff to adapt the activities to promote the learning of all children. As a result activities are not always extended to provide sufficient challenge for older, more able children, especially in the aspects of mathematics and physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in the activities provided. They are happy, establishing positive relationships with staff and their peers. Children work independently and in small groups, older children concentrate and persevere at activities. Behaviour is generally good. Children are developing their personal independence however they do not sufficiently select further resources for themselves to initiate their own learning. Children show an interest in their community and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They initiate a conversation, listen to others, recall past events and describe their experiences. Children enjoy songs and stories, with older children beginning to understand that written words convey messages. They are beginning to link sounds to letters. Children are developing their emerging writing skills as they make marks, however, they have insufficient opportunities to attempt writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting. However older, more able children have insufficient opportunities to develop their understanding of calculation and problem solving. Children recognise shapes and are beginning to talk about the shape of everyday objects. They fit irregular shapes together and discover the properties of different shapes as they handle construction materials. Children are beginning to use mathematical language and explore capacity during sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing an awareness of the world around them, they go on local walks and enjoy visits from the emergency services. They learn about growth by planting bulbs and observe change during cooking activities. However, they have insufficient opportunity to develop an interest in why and how things work. Children have opportunities to construct and design and use the computer and programmable toys to support their learning. They recall past events and learn about other cultures.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children move with increasing control and coordination developing an awareness of the space around them and the close proximity of others. They use the parachute, peddle cycles and crawl through the tunnel, but there is insufficient challenge for older, more able children to develop these skills further. Children are developing their awareness of the importance of staying healthy. They handle tools, objects, construction toys and malleable materials with increasing control.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children take part in activities, handling different media and materials. They make clay snails, explore corn flour and water, describe the texture of things and differentiate colours as they paint. Children sing songs and enjoy ring games but do not have sufficient opportunities to use musical instruments and listen to different styles of music. They imaginatively use small world resources such as the farm and train track, acting out different scenarios.

**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**

- continue to develop staff knowledge of the Foundation Stage, including teaching methods, to ensure that there is sufficient challenge for older, more able children and that the staff know how to adapt the activities to promote the learning of all children
- continue to develop the system of observation and assessment, to ensure that information is sufficiently linked to the stepping stones and early learning goals
- develop the use of evaluation to monitor all aspects 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.*