



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220291

DfES Number: 580233

INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Greatworth Playgroup
Setting Address	Greatworth CP School Helmdon Road, Greatworth Banbury Oxfordshire OX17 2DR

REGISTERED PROVIDER DETAILS

Name	Greatworth Playgroup 1027508
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ORGANISATION DETAILS

Name	Greatworth Playgroup
Address	Greatworth CP School Helmdon Road, Greatworth Banbury Oxfordshire OX17 2DR

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

Greatworth Playgroup is an established group that operates from the hall of Greatworth school, which is situated in the centre of the village. The playgroup serves the local community.

The premises consist of the school hall, adjacent toilets, storage cupboards and use of the kitchen area in the staff room. The school field is used for outdoor activities and children are also taken on outings around the village.

The playgroup is managed by a committee and run by the person in charge and three other members of staff. They are working towards relevant early years qualifications. There are 13 children on roll, of whom 10 receive funding for their nursery education. The group has systems in place to support children with special educational needs and children who speak English as an additional language.

Greatworth Playgroup is open each Monday, Wednesday and Friday afternoon during term time, from 13:00 hours to 15:30 hours. The group receives support from a teacher from Northamptonshire Early Years Development and Child care Partnership and is a member of the Pre School Learning Alliance.

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

How effective is the nursery education?

Greatworth Playgroup provides a nursery education of good quality overall. Children are making generally good progress towards the early learning goals. In the areas of personal, social and emotional, mathematics and creative development, and in the area of knowledge and understanding of the world they are making very good progress.

The quality of teaching is generally good. Staff are building on their knowledge of the Foundation Stage, to enable them all to develop their practice effectively. They offer a full range of activities and resources to help children learn through play. Planning has been reviewed and a system of observation and assessment is in place which influences planning and indicates the next steps for individual children. Some opportunities for consolidating learning in the area of language development are limited, and large muscle skill development is not an option in the free-play session. The staff interact well with the children and act as good role models. They have high expectations of the children, and are rewarded with children respectful of friends and adults. Good support systems are in place to cover individual needs, including special educational needs, and for children learning English as their additional language.

The leadership and management of the group is generally good. Systems are in place for appraisal and staff are encouraged to undertake training. An action plan is in place to meet the training requirements. The management and staff show a commitment to the improvement and care of children. They review practices, and have sought advice from the advisory teacher.

The partnership with parents is generally good, with information shared about the curriculum and how both parties can progress the child's learning at home. Parents are involved on the helper rota and several have become active committee members. The key worker system is new to some staff and formal record sharing is in the development stage.

What is being done well?

- Aspects of knowledge and understanding of the world are covered well with the children exploring and investigating a wide range of resources. The children's natural enthusiasm for learning is fostered well as they discover mathematical concepts and express themselves in creative activities.
- The children successfully make links and friendships. They show care for each other but are also able to negotiate and show assertiveness when they need to.
- The staff work together very well as a team and create a happy and purposeful atmosphere. Leadership and management systems show

commitment to maintaining the good quality of the provision. The staff are encouraged to undertake training and to take on responsibilities.

- Staff are aware of the importance of working in partnership with parents to the benefit of all the children, by meeting their individual needs and contributing to the progress of the children.

What needs to be improved?

- planning; continue to develop by involving all staff as they become more knowledgeable of the Foundation Stage, including using observations and assessments of children's progress to influence planning for children's future learning
- the opportunities for children to choose physical play to develop large muscle skills during free-play sessions
- children's early phonic skills including the spontaneous use of letter sounds.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced systems and solutions to the concerns which were raised in the previous inspection report. Assessment and observation systems have been reviewed and are now used effectively to establish children's attainment levels and to influence planning the next steps for children's progress.

Staff and management have reviewed how they use display space in the shared hall, and resources are now in place to display children's work and present number and letter friezes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show confidence and independence as they separate from their carers, and move between self-chosen activities. They show perseverance, both in small and large groups and as individuals. The interaction between children and adults is very good, and children meet the high expectations for behaviour. They show care and concern for others. Children develop an awareness of other cultures through an interest in festivals and meeting people from their own community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently and take turns in conversations. They listen to each other and to staff, and convey what they are doing and how they feel. Children are beginning to understand that written words convey messages, and show respect for books. Their early mark-making skills are good, using a variety of different mediums. Most children recognise the initial letters and sound of their names, although the continued and spontaneous use of letter sounds is limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count reliably and recognise numbers up to ten. They compare numbers of objects, and learn about simple subtraction whilst acting out number rhymes, consolidating this knowledge in mathematical games. Children are developing their knowledge of different shapes and figures when sorting shapes and exploring their environment. They are beginning to understand about patterns and sequences. They weigh through activities including cooking, and experience measuring and ordering by size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good awareness of the natural world and the changing seasons. They enjoy looking at the environment and the community, with outside experiences brought inside. Children explore actions and reactions as they design, and make. They talk successfully about past events, such as holidays and growing up. Their awareness of their own families, their cultures and the beliefs of others is also developing. Most children are adept at using the computer and other technology.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children handle an interesting range of materials, tools and small equipment, and their manipulative skills are good. They move confidently around the room, aware of other children. Children do not have an option of activities for large muscle play during the main session, but do a group activity indoors or outside each day. They show an awareness of their own physical needs through good hygiene practice, a topic on their bodies, and noting the changes when they do exercise.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enthusiastically take part in a range of role-play situations, and work imaginatively with small-world resources. Children experience a good range of sensory experiences throughout the free-play activities, including food tasting. They explore sound with a range of instruments, and sing and mark rhythms. Children enjoy creative activities using many different craft mediums, in both two and three dimensions.	

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 the planning and assessment cycle by fully involving all staff as they become more knowledgeable of the Foundation Stage
- make more use of available resources and space to give opportunities for active play and the development of large muscle skills during the free-play sessions.

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.