



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 109396

DfES Number: 594753

### INSPECTION DETAILS

|                 |               |
|-----------------|---------------|
| Inspection Date | 28/04/2004    |
| Inspector Name  | Alison Weaver |

### SETTING DETAILS

|                 |   |
|-----------------|---|
| Day Care Type   | Sessional Day Care  |
| Setting Name    | Catsfield Under Fives Playgroup   |
| Setting Address | Catsfield Village Hall<br>Church Road, Catsfield<br>Battle<br>East Sussex<br>TN33 9DP |

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | The Management Committee   |
| Address | Catsfield Under Fives Group<br>Catsfield Village Hall, Church Road<br>Catsfield<br>East Sussex<br>TN33 9BS |

## 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

Catsfield Under Fives Playgroup has been open for over 20 years. It operates from a village hall in the centre of Catsfield. The group has the use of a large hall on two days a week and a smaller room on the other two days. They have the use of a kitchen, toilets, and a small outdoor area on every day they operate. The group serves the village and the surrounding area.

There are currently 18 children from 2 to 4 years on roll. This includes 9 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09.30 until 12.45.

Two staff currently work with the children. One new member of staff who has not yet started in the group has an early years qualification. The other two staff are currently working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

## 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 Catsfield Under Fives Playgroup is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Staff develop good, caring relationships with the children but the overall quality of teaching has significant weaknesses. The curriculum is fairly well balanced and covers all areas of learning. There is a good variety of interesting activities provided for the children. Staff knowledge of the Foundation Stage is developing well. Observations and assessments are very limited and are not effectively used to plan the next stage of children's learning. The planning does not include extension activities to ensure that all children are challenged. Staff miss opportunities to extend children's learning and language in everyday activities. Overall the setting is organised well but the grouping of the children at some of the activities is less successful.

Leadership and management of the setting has significant weaknesses. The staff work well together as a team and are very supportive. Both current staff have only recently started working in this group and are still training. Due to the recent staff changes the weaknesses in the provision have not yet been fully addressed, however, they are actively seeking advice to make improvements. There is no formal system in place to monitor and evaluate the quality of teaching and staff development.

The partnership with parents and carers has significant weaknesses. They are provided with a variety of information about the setting but very little on the early learning goals. The opportunity for parents and carers to contribute to their child's learning is limited. They are encouraged to talk to staff about any concerns or issues but there is a lack of formal feedback regarding children's progress towards the early learning goals.

### What is being done well?

- Children are very confident and relate well to each other and to adults. They are happy and enjoy their time in the group.
- The enjoyment of books is really promoted well by staff. Children are frequently seen looking at books together.
- The children participate in a wide range of interesting activities where they learn about the natural world.
- The staff and committee are aware of the weaknesses in the provision. There has been considerable change in the group but there is a real firm commitment to improve all aspects of the provision. This includes accessing

training and support from outside agencies. The staff work well together as a team and provide support for each other.

- The staff are very caring, friendly, and approachable. They take an interest in the children and get to know them.

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

- planning in all areas of the curriculum to show how activities will cater for children working at different levels and rates so that individual needs are met
- planning for physical development, giving clear learning intentions
- the observation and assessment process, to show the achievements of all children and how their learning needs will be met in future planning
- the process by which parents and carers are informed of their child's progress and opportunities for them to contribute towards their child's learning
- opportunities for children to develop an understanding of calculation
- the grouping of children and staff interaction at activities to ensure that their individual needs are met
- the visual displays and labelling, to aid children's learning.

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

The group has made generally good progress towards addressing the points for consideration raised at the last inspection.

The group was asked to give children more opportunities to practise writing. There are now more regular planned opportunities provided for children to do this but this needs to be extended further into everyday activities.

The group was also asked to extend the management of the educational programme so that all children gain from whole class activities, for example, by ensuring that children listen to information before an activity begins. The staff explain the activities and the children generally listen well and follow the instructions. At times the poor grouping of the children means that activities are not always fully effective in promoting children's learning. Staff are unable to give sufficient attention and support to individual children due to the fact that there are too many children involved in the same activity. This weakness in the organisation of the activities needs to be further improved.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Staff provide a friendly and caring environment where children build good relationships with peers and adults. Children generally show good concentration skills and are able to work independently and with others. At times the grouping of the children is less effective and limits their progress. They are confident and keen to try new experiences. Children generally behave well, learning to share and take turns. Their independence skills are being promoted.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                        |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children use language confidently in a variety of situations although their language skills are not always being extended by staff. They are developing a basic understanding of the link between sounds and letters. The restricted use of displays and labelling limits children's progress in pre reading skills. Opportunities to practise mark making are not always used which results in children's writing skills not being fully promoted. They regularly enjoy books on their own and with others.

### MATHEMATICAL DEVELOPMENT

|            |                        |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children are able to count to 10 and well beyond with skill. They sort and match easily and are able to name a variety of shapes. There are few opportunities for children to use numbers and mathematical language in everyday situations. Staff do not provide sufficient activities where children can develop an understanding of calculation. The limited use of number displays restricts their progress in number recognition.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children freely share about their experiences and home life. They are beginning to learn about the world around them through a variety of planned activities. They have regular opportunities to investigate the natural world. They effectively design and make a range of objects. Children have less frequent opportunities to explore technology and programmable toys. They enjoy exploring different materials and using their senses.

### PHYSICAL DEVELOPMENT

|            |                        |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children move confidently and show good co-ordination. They show good spatial awareness. Children use the limited range of tools available to them with increasing skill. They experience a range of play equipment on a regular basis. There is a lack of planning and staff interaction in this area to ensure that the daily activities provided will develop children's physical skills. Children's understanding of personal hygiene is not always fully promoted.

| CREATIVE DEVELOPMENT   |                |
|--|----------------|
| Judgement:   | Generally Good |
| Children use their imagination well in role play and small world play. They enjoy participating in singing activities. Children are encouraged to use their imagination when exploring a variety of media, however, at times this is restricted by staff limiting the materials available. There are regular opportunities for children to enjoy music and movement. |                |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |                |

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve the planning in all areas of the curriculum to ensure that it shows how activities will cater for children working at different levels and abilities.
- Improve the observation and assessment process to show children's achievements, to identify children's next steps in learning, and use the information gathered to inform the planning.
- Plan and provide opportunities to develop children's physical development with clear learning intentions identified.
- Extend opportunities for parents to contribute to children's learning and assessment, and to receive formal feedback on their child's progress.

*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.*