



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218229

DfES Number:

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Ann Winifred Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Chads Playgroup
Setting Address	Liverpool Road Red Street Newcastle Staffordshire ST5 7AF

REGISTERED PROVIDER DETAILS

Name	The Committee of St Chads Playgroup
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ORGANISATION DETAILS

Name	St Chads Playgroup
Address	Liverpool Road Red Street Newcastle Staffordshire ST5 7AF

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

St. Chad's Playgroup opened in 1987. It operates from the hall within St. Chad's Church in Newcastle. The group serves the local community.

There are currently 14 children from 2 to 5 years on roll. Children attend for a variety of sessions. The group supports children with special needs.

The playgroup opens four days a week during school term times. Sessions are from 09:00 to 11:45 on Monday, Tuesday, Wednesday and Friday.

There are four full time staff who work with the children. Half of the staff have early years qualifications to NVQ level 3.

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

How effective is the nursery education?

St Chad's Playgroup offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children are making very good progress in mathematical development and physical development.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage which enables them to plan a range of practical activities which helps children learn. They engage and support children's play and conversations very well, although there are limited opportunities for children to develop their independence and initiate their own activities. Staff provide a good variety of resources but opportunities to write in everyday situations and the use of ICT equipment are limited. Staff record observations and assessments of the children but they do not show how children will make progress through the stepping stones and they are not always used to help to plan children's next steps in learning. Staff work hard to develop children's self esteem by giving praise and encouragement and children behave well.

Leadership and management are generally good and the setting recognises areas that need to be developed. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. Good relationships between staff ensure a well-organised setting. Professional development is supported and staff are encouraged to develop their skills and knowledge through attendance at training courses. There are limited systems in place to monitor the quality of the educational provision.

Partnership with parents is generally good. Parents are kept well informed about the Foundation Stage, activities and routines but are not always encouraged to share their child's developmental assessments. Parents are encouraged to be involved in their children's learning through regular discussion and sharing a 'Teddy' and weekend diary.

What is being done well?

- Staff provide a wide range of well planned experiences and activities that helps children progress in all areas of learning. They enhance children's learning through appropriate questioning and support. They have high expectations of children's behaviour and encourage good behaviour by use of praise and encouragement.
- Children have good relationships with each other and with adults. They initiate interactions with each other and co-operate well in child initiated small group activities.
- Children have good opportunities to use numbers and to count on a daily

basis. Children are matching and sorting and are able to order items by size. Staff plan a range of activities to introduce weighing and measuring such as cooking and growing plants.

- Children are confident talkers and initiate and continue conversations. They enjoy listening to stories and talking about their own experiences.

What needs to be improved?

- the systems to monitor and evaluate the quality of the educational provision
- the procedures to effectively observe and assess children's developmental progress to inform planning and show progression through the stepping stones
- the opportunities for children to self select resources and activities and further develop their independence skills
- the provision for children to be able to write and make marks in everyday situations
- the opportunities for children to use information, communication technology equipment
- the opportunities for children to initiate their own creative activities to develop their own creativity
- the opportunities for parents to share children's developmental progress.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate readily from their main carer and they are familiar with the routine and engage quickly in play, although there are few opportunities for children to self select resources and activities. Children are beginning to concentrate for long periods. They behave well and have good relationships with staff and peers. Children are beginning to learn to share and take turns fairly. Opportunities for children to develop their independence skills are sometimes limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact well with others and are able to initiate and continue conversations with staff, peers and visitors. They join in familiar rhymes and songs. Children demonstrate good book handling skills, they are beginning to understand that print carries meaning and retell familiar stories. Children are beginning to recognise their own names and some children are able to link sounds with letters. There are limited opportunities for children to make marks and write in everyday situations.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to see and use numbers within everyday activities and in number rhymes, puzzles and games. Children are able to recognise numbers and many children can count to 10 and beyond. Children show developing understanding of addition and subtraction and are beginning to use mathematical language correctly. Children can say and name basic shapes and are helped to develop their problem solving skills through matching and comparing games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are knowledgeable and interested in their environment. They are beginning to find out about and identify living things through planting bulbs and seeds and looking at animals in different habitats. They explore and investigate objects such as clocks and watches. Children develop design and making skills through art and construction activities. They are learning about their own and other cultures through topic work. There are limited opportunities for children to access ICT equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in a range of physical activities, they are able to move imaginatively with control and coordination. Children show a good awareness of space and have regular opportunities for climbing and balancing. Children use a range of small and large equipment competently. They explore malleable materials and handle tools well. Children are beginning to realise the importance of staying healthy and the changes that happen to their body through general conversation and topic work.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour, shape and texture through a variety of directed activities, however opportunities for self initiated art activities are limited. Children play imaginatively in a variety of role-play areas such as home corner, travel agents and vets. Children respond well to music and enjoy playing musical instruments. They join in singing familiar songs and imitating actions. Children are learning to use their senses through planned and spontaneous activities.

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

- improve systems to monitor the quality of the setting and the educational provision
- develop plans and procedures to effectively monitor and evaluate children's progress and to promote and challenge children's learning across the six areas
- develop opportunities for parents to share children's developmental 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.