



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119759

DfES Number: 510017

### INSPECTION DETAILS

Inspection Date	11/02/2005
Inspector Name	Lilyanne Taylor

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Northwood Playgroup
Setting Address	Northwood CP School Wyatts Lane Northwood Isle of Wight PO31 8PU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Northwood Playgroup 1086436
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### ORGANISATION DETAILS

Name	Northwood Playgroup
Address	Northwood Primary School Wyatts Lane Cowes Isle of Wight PO31 8PU

## 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

Northwood playgroup opened in 1979.

It is a management committee owned playgroup and operates from mobile premises, which are situated in the grounds of Northwood primary school on the Isle of Wight.

The playgroup has sole use of a fully enclosed out door play area.

Care is provided for children from all areas of the Island and children are able to attend a variety of sessions.

The playgroup operates Monday to Friday, from 08:45 to 15:15 term time only.

Care is able to be provided for children with special needs and the playgroup would support children who speak English as an additional language.

The playgroup are eligible to accept children who are in receipt of government funding for nursery education.

At the time of inspection the playgroup has 70 children on roll of these 44 are in receipt of government funding for nursery education. The committee employ 13 staff of these 3 are qualified and hold an NVQ level 3 in childcare. 4 staff are currently on training courses working towards gaining a qualification, 2 are studying for an NVQ level 2 and 2 for an NVQ level 3. The playgroup receive support visits from personnel within the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance Development worker.

## 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 Northwood playgroup is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the stepping stones. They support children to develop their knowledge and understanding in all areas through a well-planned curriculum, which includes a balance of adult led and child initiated activities. The organisation of the sessions and resources creates an interesting and welcoming learning environment for all children. Staff are enthusiastic, they interact with the children well and use effective methods of teaching. The key worker system works very well. Staff have good knowledge of the children and monitor their progress through observation. Key workers use this information to plan for their children's next steps in learning. However, children's written progress records do not clearly reflect the knowledge staff have. Staff's management of children's behaviour is very good.

The leadership and management of the playgroup is very good. The management of the playgroup is the responsibility of a committee. They are very supportive and value the work staff do. The committee and staff are committed to the continued improvement of learning experiences for the children. The provision is monitored and evaluated to ensure the needs of all children are continually met. Staff are committed to ensuring a high standard of nursery education is provided and regularly attend in service training.

The partnership with parents is very good. Parents receive and have access to very comprehensive information about the provision and their child's nursery education, via a prospectus, notice board and regular newsletters. They are welcomed to play an active role in the running of the playgroup by becoming an elected member of the management committee. They are able to discuss their child's progress with staff.

### What is being done well?

- The very good organisation of the session, resources and play materials supports children to develop their knowledge and understanding in all areas. Children are able to freely access a wide range of resources and play materials which are clearly labelled and stored on low level shelving or boxes in all areas of the provision. Children make their own choices of activities they wish to engage in and whether they play indoors or out. They are able to develop their interests and are motivated and eager to learn.
- Children are supported to gain the most learning from activities they engage in. Staff interact with the children very well and join in with their play. They know the potential learning children can gain from activities and are effectively deployed in all areas of the provision. Staff work very well together

as a team.

- Children are encouraged to treat each other and adults with respect. Staff set clear boundaries, act as good role models, and encourage children to have an awareness of their own behaviour. Children are encouraged to say please and thank you, share resources, take turns and to be kind to one another. Their behaviour is very good.
- Staff evaluate each session, which ensures the provision for nursery education remains effective and meets and supports the individual learning and development needs of all children.
- Parents have access to information of the nursery education their children are receiving. Clearly written planning sheets show the topic or theme being studied, the activities children will be offered and the intended learning they will gain from them based on the stepping stones of the Foundation Stage covering all areas of their development.

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

- The records of children's progress.

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

Very good progress has been made by the play group in addressing the following key issues which were raised at their last inspection.

1) review the organisation of the session, the deployment of staff and the groupings of children to fully promote children's involvement in learning;

Since the last inspection the play group have acquired new premises on the same site. The organisation of the session is now very good and the increase in space has had a positive impact on promoting children's involvement in learning. Children are now able to freely access and make their own choices of activities. Staff are deployed effectively. They support and help children to build on their existing skills. Children are able to pursue and develop their interests. They have free access to activities sited both indoors and outdoors.

2) link plans to the stepping stones towards the early learning goals and clarify the learning intentions for each activity;

Plans for focussed activities are now clear. They show the area of development being covered and the intended learning children are to gain from them based on the stepping stones of the Foundation Stage.

3) provide more practical opportunities for children to learn simple addition and subtraction.

Children are now well supported to develop their knowledge and understanding of addition and calculation. They are provided with a wide range of practical activities

and staff make very good use of routines and incidental learning opportunities to promote this area of children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children confidently separate from their main carers. They come into pre-school happily and settle quickly. Children are able to be independent in selecting their own activities. They enjoy and become highly involved in their own initiated play. Children are making friendships with other children and they relate well to staff. They seek their support and guidance when necessary. Children are taught the behaviour expectations and rules of the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident communicators. They enjoy sharing their news with others in the group. Children are beginning to recognise their written names and select their own name cards on arrival. They enjoy looking at books and handle books appropriately. They have many opportunities to develop the skills they need for writing. Children practice their emergent writing skills in a variety of situations and some are able to write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's learning and understanding of all aspects of mathematics is reinforced through a range of practical and routine activities. They count how many children are in the group and the number of pancakes on their plate. Children are able to recognise the numbers they see on coins. They count objects and compare whether they have the same amount, more or less. Children are shown how to use a tape measure to measure blocks, then discuss and compare their size for example big, medium and small.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children benefit from a good range of activities to help them notice changes that occur. They make their own play dough, gloop and icing. Grow their own plants from seed or bulbs and learn how to care for them. They walk around the local area observing the differences in the seasons. Children explore and investigate their outdoor play area using magnifying glasses to look for bugs and insects. They are taught how to use equipment for example a computer and bubble maker.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move freely and confidently both indoors and outdoors, showing an awareness of their own space and that of others. They have regular opportunities to use a range of both large and small equipment within the pre-school and school hall. Children have opportunities to use one handed tools and equipment and are taught how to use them safely for example when using scissors, knives and small gardening tools. They enjoy exploring malleable materials such as play dough.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are beginning to differentiate colours. They make collages, paintings and models using a wide range of materials and various textures. Children are taught how different medias can be combined. They are able to use their imagination to express their own thoughts and ideas and are given time to complete their creations to their own specification. Children enjoy joining in with singing activities and some sing to themselves whilst they play and make up their own dances to their songs.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to the following;
- Ensure the written records of children's progress reflect the knowledge staff have so a clear picture of the progress children are making and the aims and plans for their next steps in learning is available to all staff.

*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.*