



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 129368

DfES Number: 583090

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Sheila Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Margaret Lloyd Playgroup & Holiday Playscheme
Setting Address	Washington Avenue Grovehill Hemel Hempstead Hertfordshire HP2 6NG

REGISTERED PROVIDER DETAILS

Name	The Committee of Margaret Lloyd Playgroup & Holiday Playscheme 1026270
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ORGANISATION DETAILS

Name	Margaret Lloyd Playgroup & Holiday Playscheme
Address	Washington Avenue Grovehill Hemel Hempstead Hertfordshire HP2 6NG

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

Margaret Lloyd Playgroup and Holiday Playscheme opened in 1985. It operates from one room with access to a kitchen, toilets and a secure outside area. The group is situated in the Grovehill area of Hemel Hempstead. The premises are set back from the road within a recreation ground. It is a community focussed, self-funding charitable group who are led by a management committee.

The Playgroup is open Monday to Friday, term time between 09:15 and 11:45 for 3 to 5 year olds and 12:45 to 14:45 hours (except Friday) for younger children. They do not accept children under 2 years. The holiday play scheme opens in the summer and admits children aged between three and six years between 09:15 to 15:15 during which time children are invited to bring a packed lunch.

There are currently 46 children from 2 to 5 years on roll. This includes 9 funded 3 year olds and 18 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

Five part-time staff and two volunteers work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor 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 of nursery education at Margaret Lloyd Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are developing an understanding of the Foundation Stage and use this knowledge to plan a broad and balanced curriculum which is normally linked to the stepping-stones. There is a range of interesting activities that are loosely evaluated in line with the six areas of learning. Staff are beginning to develop useful plans to extend the questioning and activities for the older more able children. They regularly record the children's progress, although this is not fully linked to the stepping stones. This information usually informs future planning of activities.

Staff work directly with the children providing an inviting environment. However, children do not always spend their time productively or freely accessing the resources. Staff praise and encourage the children in their play, helping the children to understand what is acceptable behaviour. Staff usually encourage the children's concentration and listening skills with opportunities for children to talk about their work and families.

There are basic strategies to support children with special educational needs and English as an additional language. Staff are developing their knowledge of the Code of Practice.

Leadership and management are generally good. The committee, leader and staff are committed to training and professional development. Information for parents includes the playgroup's aims. Staff meetings and regular informal discussions are used to monitor and improve the quality of care and education. However, the routine is not fully evaluated leaving children unoccupied at times.

The partnership with parents is generally good. Staff establish effective and frequent informal channels of communication with parents to discuss progress and any concerns.

What is being done well?

- Staff encourage easy and trusting relationships with the children. They foster the children's self confidence, extending their learning through effective interaction and knowing children and their families well.
- Children's physical skills are promoted effectively through worthwhile opportunities to exercise outside.
- Children and staff develop valuable links with the local community whilst

fundraising for charities. Children are preparing cakes to sell to their parents and they are undertaking a sponsored obstacle course.

What needs to be improved?

- the use of time and resources to inspire children and encourage them to initiate their own learning
- an assessment system that is linked to the stepping stones and based on play activities.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

They provide more mathematical and mark making equipment for the older, more able children. Staff are suitably deployed to extend the children's understanding of number and this is discussed at registration time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good relationships with the adults and their peers. They express their likes, dislikes and are excited to learn. They show consideration for each other, take turns and are developing a sense of right and wrong. Children are developing their independence but this could be further encouraged within the routine including at snack time. Many links to home are encouraged including children taking turns to take home Margaret and Lloyd bears.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently to each other, adults and in large groups. Staff extend the range of the children's language and children can choose books to share at home, but these are not well displayed. Children see the written word on displays although some of the scripts are in different sizes and styles. They have some chances to recognise their names and use writing for a purpose in the role play area by taking orders in the café. There is a basic range of mark making equipment available.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in counting, shape and sizes. Staff take the opportunities during craft activities to use positional language and demonstrate simple counting using their fingers. They enjoy number rhyme and participate in stories discussing the height of animals in the zoo. They see numerals but do not see their full use as labels. Staff introduce suitable jigsaws and shape names throughout the session. However, there are missed chances to introduce simple calculations at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to develop a sense of time using the calendar and family events. They are gaining an understanding of where they live and are encouraged to make observations of the weather and the associated clothing. They have some valuable chances to design and build using a variety of construction kits. Children have access to the computer, but the potential to develop an awareness of the everyday use of technology is not sufficiently exploited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely indoors, developing control over their bodies with sufficient exercise outside. They have chances to practice their skills such as running, jumping and balancing. They are energetically involved in the obstacle course raising discussion on the changes that happen to bodies when they are active. Children use small-scale tools and equipment with close adult supervision although there is a lack of choice of tools and those available in the dough play lacked variation.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children experience a wide range of changing role-play situations often linked to their ideas. Staff plan regular chances for children to experience an adequate range of media including an awareness of colour but these do not always encourage children to express their originality. Staff are sensitive to children's needs and provided a piece of large paper allowing a small child to paint comfortably. Music based activities are enjoyed by children but mainly determined by staff.</p>	

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

- make effective use of time and resources to inspire children and encourage them to initiate their own learning
- develop an assessment system that is linked to the stepping stones and based on play activities.

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.