



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109853

DfES Number: 522395

INSPECTION DETAILS

Inspection Date	02/04/2004
Inspector Name	Tonia Chilcott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ropley Playgroup
Setting Address	Ropley Parish Hall Church Street, Ropley Alresford Hampshire SO24 0DT

REGISTERED PROVIDER DETAILS

Name	The Committee of Ropley Playgroup
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ORGANISATION DETAILS

Name	Ropley Playgroup
Address	Ropley Parish Hall Church Street, Ropley Alresford Hampshire SO24 0DT

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

Ropley Playgroup opened in 1960. It is registered to care for no more than 26 children under five years of age.

It operates from Ropley Village Hall. The playgroup serves the local area.

There are currently 28 children from two to five years on roll. This includes five funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The group supports children with special needs and English as a second language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 Monday to Friday and a lunch club runs from 11:45 until 12:45 after each session.

Five part time staff work with the children. All have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP), and the Area SENCO (Special Educational Needs Co-Coordinator)

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

How effective is the nursery education?

Ropley Playgroup provides good quality nursery education; children are making generally good progress towards the early learning goals. Children's make very good progress in knowledge and understanding of the world. Generally good progress is made in all other areas of development.

The quality of teaching is generally good. The staff all work well together as a team and regularly undertake training. Children with special needs and who use English as an additional language are supported well and strong links have been developed with the local school. Planning of sessions is undertaken, and clearly links to the six areas of learning however, staff sometimes miss opportunities to extend children in everyday, unplanned activities. Assessment of the children's learning takes place which is used to further inform planning. Time is managed well for most of the session. Staff deployment is not always effective in ensuring that staff are able to consistently manage children's behaviour.

Leadership and management is generally good. The preschool benefits from strong team work and staff are encouraged to attend training on a regular basis. The procedures to support and appraise staff are effective in identifying training needs, and staff have support from a keen and dedicated committee of parents. Assessment of the educational provision takes place regularly, although some weaknesses have not been identified through the assessment system. The staff access support from the Preschool Development Worker and Qualified Teacher.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals and see their children develop during their time at the group. Parents are provided with a range of information about the Foundation Stage and are able to contribute to the children's records.

What is being done well?

- Children's language is developing well and many opportunities are given, for them to practise writing in a number of situations including imaginative and role play settings.
- Parents are actively involved in their children's learning and opportunities are provided for them to share information with the staff and to become involved in the group. There are procedures in place to ensure that information is shared regularly with parents about the children's development and daily achievements.
- The programme for physical development is generally good. Staff offer a wide range of interesting and stimulating activities to support development in this area. Children regularly take part in music and movement activities that

they enjoy and undertake with enthusiasm.

- Children's development in knowledge and understanding of the world is very good. Staff provide many exciting and stimulating activities and resources that encourage the children to explore.

What needs to be improved?

- the use of time and staff deployment to ensure that all elements of the session fully promote children's learning;
- the opportunities for children to undertake mathematical problem solving;
- the systems including deployment of staff for managing children's behaviour.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. The planning systems now clearly link to the six areas of learning ensuring that all areas are covered equally throughout the sessions. Staff appraisals regularly take place to ensure that the quality of teaching is monitored and training is shared at team meetings.

Children now access a wide range of dressing up clothes and musical instruments. Many labels feature on equipment and resources within the setting and are used to increase children's word recognition.

Limited progress has been made regarding behavioural management and weaknesses remain. Although more planned opportunities are available that will promote children's understanding of mathematical problem solving, staff sometimes miss opportunities in everyday, unplanned activities to develop this further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are confident and work well together and independently for instance whilst using the computer. Many have learned to co-operate when sharing resources. Most children show high levels of concentration when undertaking self chosen activities for example role play, although some become distracted during circle and snack times. Most children behave well and have developed good relationships with adults and other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children's spoken language is developing well and they learn to negotiate and to express real and imagined experiences during role play. Children enjoy books and most listen well to stories. The children frequently attempt writing during role play and most children are able to write their own names. Children learn to recognise written letters and link sounds to letters during group activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The children learn about size and shape through a variety of activities. Many children learn to use appropriate mathematical language. Most children are able to recognise written numbers from one to nine and some identify numbers over 10. Most children are able to count to 10 and beyond and some are able to quote the number after any number up to nine. Children are at times limited in the opportunities to learn about simple mathematical problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use their senses to explore in practical activities for example whilst using gloop and rice. Children confidently talk about past and present events in their lives for instance an approaching birthday. The children enjoy finding out about their immediate environment, for instance with activities relating to the weather. Children enjoy many activities about different festivals and cultures. They are able to use simple information technology equipment confidently.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children are confident and competent whilst using tools and materials for example they frequently use card, paper, scissors and glue for cutting and joining. They enjoy undertaking physical activities, for instance, whilst using the climbing frame and parachute and have access to a range of equipment that provides challenging opportunities to climb, jump and balance. Children demonstrate a good sense of space and move confidently during physical activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination whilst undertaking role-play and enjoy participating in singing sessions. They regularly explore sound using a variety of musical instruments. Children respond with their all their senses to many experiences, such as mixing gloop and sand to experience a range of contrasting textures. Children explore their own creativity during most art and craft activities and have free access to many activities to explore colour, such as painting.	
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

- evaluate the use of time and staff deployment so that all elements of the session are used to fully promote children's learning, for instance circle time and story time.
- provide further opportunities in planned and everyday activities, for children to develop their understanding of number through practical problem solving.
- review the systems for managing children's behaviour to ensure that the agreed methods are used consistently by all staff and that they are deployed effectively enabling them to observe and manage all children appropriately.

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.