



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251550

DfES Number: 548051

INSPECTION DETAILS

Inspection Date	01/10/2004
Inspector Name	Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Langer Playgroup
Setting Address	St Edmunds Hall Langer Road Felixstowe Suffolk IP11 2HS

REGISTERED PROVIDER DETAILS

Name	The Committee of Langer Playgroup 1030733
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ORGANISATION DETAILS

Name	Langer Playgroup
Address	St Edmunds Hall Langer Road Felixstowe Suffolk IP11 2HS

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

Langer Playgroup is well established and has been open for more than 12 years. The group serves the local area and is committee run. It operates from St Edmunds Church Hall and they have the use of the whole building as well as an enclosed outside area. It is located close to the seafront in Felixstowe, the local school and park.

The group is registered for 20 children between the ages of three and five years.

The playgroup provides places for children who have special needs and supports children who speak English as an additional language.

The group opens four mornings a week from 09:05 hours until 11:35 hours, term time only.

The group has four members of staff, the supervisor is qualified and the assistant is due to begin a course to gain a qualification in early years. All the staff have attended some early years training. The setting is a member of the Partnership and can offer places to funded three and four year olds. The group receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and at present has fourteen funded children.

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 Langer Playgroup is acceptable and of good quality overall. It enables children to make very good progress towards the early learning goals in their communication, language and literacy, knowledge and understanding of the world and personal, social and emotional development. They make generally good progress in all other areas of learning.

Teaching is very good. Staff plan and provide a very good range of interesting activities to promote learning. They manage behaviour well. Children are encouraged to be independent. Very good support is provided for children who have special educational needs. Regular informative assessments are made about children's progress but staff do not always use these to plan for future learning.

Leadership and management in the playgroup is effective. There is very good integration and inclusion of children with special educational needs. Staff are committed to staff training and development. There is little monitoring of the provision to identify strength and weakness but staff do evaluate the activities that have taken place because they are committed to providing the best experiences for children. There are good relationships between staff and pupils because of the good leadership in the playgroup.

There is a very good partnership with parents. Parents are kept well informed about what their children will learn. Information about their child's achievements are shared regularly with parents on an informal basis and a written assessment is provided at the end of the child's time in playgroup. Parents are kept well informed of events in playgroup through regular newsletters.

What is being done well?

- Staff offer good support for all children including those with special educational needs.
- Children behave well; they are confident, keen to learn and have good relationships with adults.
- Staff have good knowledge of the Foundation Stage curriculum, planning and providing a range of imaginative activities.
- Children benefit from a range of first hand experiences.
- There are very good links with parents

What needs to be improved?

- Although informative assessments and evaluation of children's learning are made, they are not always used to plan what children will learn next.

- Systems for identifying strengths and weaknesses in the provision.
- Opportunities to write numbers and play musical instruments.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently separate from their parents because they feel safe and secure. They are developing good relationships with each other and with adults. Children are willing to share and take turns. During activities, children select their own resources independently and tidy up afterwards. They are highly motivated and interested in all the activities in the playgroup. Children behave well and play purposefully with equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are keen to communicate with adults and with each other. Many of the children are beginning to recognise their own names. The wide range of activities provided and the good adult support encourages children to develop their vocabulary. There are a good range of books and activities promoting the children's reading and writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children count confidently when they are engaged in meaningful activities such as how many children there are at playgroup. There are good practical opportunities for children to measure and recognise shapes. Children understand and use appropriate language when playing games and doing puzzles because adults support them well. There are limited opportunities for children to practice writing numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn effectively because of a good range of first hand experiences such as visits to the beach and park and through visitors to the playgroup. There are good opportunities for children to investigate and to find out for themselves. Children are confident to talk about events in their own lives and about things they see around them. They take part in daily discussions about the weather and the date.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

There is limited easy access to a range of large equipment because of a lack of outdoor space for such activities. The playgroup does visit the local park to give children some extra physical activity. The children show good awareness of personal safety and they are developing personal hygiene. They manipulate small equipment, brushes and other mark making tools with good control. Children move confidently with control and co-ordination, for example when on the beach.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are given good opportunities to explore and experience a range of materials. There are good opportunities for children to self select resources and to be spontaneously creative. Many of the craft activities are adult led and staff give children good support in developing their skills. There are good opportunities for children to sing and enjoy music, but only limited opportunities for using musical instruments as they are not readily available in the room.	

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 the links between planning and assessment.
- Ensure that there are systems in place to monitor the strengths and weakness of the playgroup.
- Increase the opportunities for children to write numbers and use musical instruments.

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.