



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311399

DfES Number: 535344

INSPECTION DETAILS

Inspection Date	01/10/2002
Inspector Name	Sue Pepper

SETTING DETAILS

Setting Name	Grange Moor Playgroup
Setting Address	Upper Whitley J& I School Wakefield West Yorkshire WF4 4EW

REGISTERED PROVIDER DETAILS

Name	Mrs Linda Elizabeth Wigelsworth
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ORGANISATION DETAILS

Name
Address

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
Grange Moor playgroup opened in 1996. It operates in a portacabin which is based in the grounds of Upper Whitley Junior and Infant School. The accommodation consists of a large play room with an entrance hall, toilet and kitchen facilities. The playgroup serves families of mixed social and economic backgrounds who live in Grange Moor and the surrounding area. The group is open five days per week and offers full day care from 9.30 am till 13.30 pm during term time. The group caters for up to 24 children aged between two and a half years to five years. There are ten three year olds who attend the setting, six of whom receive funding. Three children aged four years attend the setting, two of these receive funding. There are no children with special educational needs or children with English as an additional language. Three members of staff are present at each session with relief staff available as required. Two members of staff are currently training towards a recognisable childcare qualification. The group are members of the Pre School Learning Alliance and they receive qualified teacher support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Grange Moor playgroup provide a learning environment where the children are happy, confident and settled. The children take part in a wide range of interesting activities. Effective planning and teaching help children make generally good progress towards the early learning goals. Teaching is generally good with staff interacting well with the children and becoming involved in their activities. Children are encouraged to make their own choices from a wide selection of activities. Staff have a good understanding of the foundation stage and this enables them to plan an interesting and varied range of activities. Staff use children's observations and assessment records to plan for their next stage. These individual plans are then incorporated into the planning. However, the intended purpose of some activities needs to be assessed to ensure the needs of all children are addressed. Staff have realistic expectations of managing children's behaviour and children behave well. Leadership and management is generally good. The group is managed by a voluntary committee, which has experienced some changes recently. During these changes the leadership of the day to day management of the group has remained consistent and operated effectively. Good policies and procedures are in place, including an effective operational plan. Staff use information from training courses to evaluate the effectiveness of the nursery education. Staff identify strengths and weakness within the setting and implement some changes, however, contribution and views from parents is limited. Partnership with parents is very good. They are encouraged to help out at the group and to contribute to their children's assessment and achievement records. Parents are provided with good written information on the setting and the foundation stage. Parents have access to a notice board and regular newsletters are provided to keep parents informed of ongoing issues.

What is being done well?

Children's personal, social and emotional development is very good. Children are confident and happy. They have established good relationships with each other and interact well with staff and other adults. Staff work well as a team and plan a varied range of interesting activities for the children. Staff have developed the children's assessment and achievement records to ensure all the areas of learning are covered. Children's individual development plans are incorporated into the activity planning. Children use their imagination to express themselves well through role play situations. Children are independent, they have many opportunities to self select from a range of activities throughout the session.

What needs to be improved?

the staff's ability to assess the intended purpose of an activity to ensure the needs of all children are addressed. the opportunities for children to express themselves and use their imagination spontaneously through art and design, music and dance. the

opportunities for more able children to learn about how and why things work and to attempt writing for a purpose. the opportunities for children to solve simple mathematical problems through everyday fun, practical activities.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Short term planning has been developed to ensure all the areas of learning are covered. Systems have been set up to record the children's achievements and progress. These include individual children's observations and plans, which are linked to the future planning. Parents are provided with more literature on the setting and the educational provision. Information regarding the areas of learning is displayed within the setting. Parents are encouraged to be involved in the ongoing assessments of the children. The setting has extended their resources to promote both large and small physical development of the children. Staff incorporate into the planning opportunities for the children to develop their physical skills, both indoors and outdoors. However, the frequency of these opportunities especially for large physical play outdoors is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in personal, social and emotional development is very good. Children are confident, happy and settled within the group. They relate well to each other and adults and good relationships are established. Children behave well and learn to share and take turns. The children work well independently, selecting from a varied range of resources and activities. Children are interested in their learning environment and become involved in their play.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. They are confident and engage easily in conversation with each other and adults. Children listen with interest to stories and enjoy looking at books themselves. The use of props to enhance and tell stories is limited. Children make marks and some are beginning to write their own names. There are limited opportunities for children to attempt writing for a variety of purposes, for example making shopping lists.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. Many children count up to ten and some beyond. Children learn about shape and size through practical activities such as construction and jigsaws. The children are beginning to use mathematical language during play. Opportunities for children to use mathematical ideas or methods to solve simple problems through everyday fun, practical activities is limited.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. They are beginning to show an awareness and understanding of other cultures. Some children are confident in using the computer. The children learn about their environment during walks within the community. More able children have limited access to resources and simple interesting activities to learn about how and why things work.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. The children have access to a wide range of equipment for use both indoors and outdoors. Children handle tools, objects and malleable materials with increasing skill and confidence. They show an understanding of hygiene, for example washing their hands after using the toilet. Opportunities for children to develop their skills in large physical movement outdoors on a regular basis, is limited.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Children use opportunities to explore texture and shape in two and three dimensional form. They are beginning to show an interest in music, joining in with familiar songs and rhymes. The children use their imagination well to express themselves through role play activities. Opportunities for children to spontaneously use their imagination through art and design, music and dance is limited.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
Consider the intended purpose of an activity to ensure the needs of all children are addressed Develop opportunities for children to express themselves and use their imagination spontaneously through art and design, music and dance. Extend the opportunities for more able children to learn about how and why things work. Extend the opportunities for the more able children to develop writing for a purpose Plan and provide opportunities for children to solve simple problems through everyday fun, practical activities.