



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226504

DfES Number: 539449

INSPECTION DETAILS

Inspection Date	24/02/2005
Inspector Name	Alexandra Brouder

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Whetstone Baptist Church Playgroup
Setting Address	Whetstone Baptist Church, King Street Whetstone Leicester Leicestershire LE8 6LS

REGISTERED PROVIDER DETAILS

Name	The Committee of Whetstone Baptist Church Playgroup
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ORGANISATION DETAILS

Name	Whetstone Baptist Church Playgroup
Address	Whetstone Baptist Church King Street Whetstone Leicestershire LE8 6LS

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

The Whetstone Baptist Church Playgroup was originally registered in 1976 and operates from church rooms located in the Baptist Church rooms in Whetstone, Leicestershire. The setting serves the local community and the surrounding rural villages and is open every weekday morning and two afternoons, during term time. The playgroup opens from 09:00 to 11:30 from Monday to Friday and from 12:30 to 15:00 on Mondays and Wednesdays. Children can attend for a various of sessions.

Children use the two group rooms, the main hall, toilet facilities and an adjacent manse garden for outdoor play. The playgroup is registered to care for 30 children under 8 years. There are currently 53 children on roll, aged from two to five years. This includes 39 who receive funded nursery education. The group have experience of providing care for children with special needs. There are currently no children attending who speak English as an additional language.

There are nine staff, including the manager who work with the children. Additional ancillary staff are employed. Over half the staff have appropriate early years qualifications.

The setting is a member of the Pre-school Learning Alliance and receives support from the Leicestershire Early Years Mentor teaching service and an Area Special Educational Needs Co-ordinator.

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

How effective is the nursery education?

Whetstone Baptist Church Playgroup provides a friendly, welcoming environment where children make generally good progress towards the early learning goals and very good progress in the area of personal, social and emotional development and mathematical development.

The quality of teaching is generally good. Staff provide children with an active learning environment where they are able to access a range of interesting and stimulating activities. Staff's knowledge and understanding of the six areas of learning and stepping stones is developing and the curriculum is planned using the early learning goals as targets for activities. The staff are beginning to use the stepping stones in the short term planning, however, the activities are not evaluated effectively or used to inform future planning. This leads to challenges being set inappropriately in some areas that can impact on the individual needs of children. Staff are beginning to observe and record what children can do, but this information does not inform planning. Staff work well as a team and help children to feel secure in their environment. They have high expectations for children's behaviour, and encourage and praise children for their efforts and achievements, which promotes good behaviour and self esteem.

The leadership and management of the nursery are generally good. Staff work well as a team and the leader is developing the appraisal system to ensure that all needs are identified. The leader maintains the long term plans and all staff have some involvement. However, not all aspects of the curriculum are identified or planned for effectively.

The partnership with parents is generally good. Staff have developed positive relationships with parents who receive good communications with staff. There are termly newsletters and a range of written information to include the curriculum the setting provides. There are no formal opportunities for parents to look at the progress children are making.

What is being done well?

- Children have good opportunities to explore a range of mathematical concepts both in adult led activities and daily accessible resources.
- Children are given opportunities to gain a good understanding of numbers, shape, space and measure that is developing well.
- Children concentrate well in small groups, they take turns and negotiate with each other, they are co-operative and well behaved. They understand right from wrong, and take responsibility for their actions.
- Staff genuinely care for children well and encourage them to reach their full potential. They provide all children with an inclusive environment which

enables them, in the main, to access a range of well planned and appropriate activities.

- Children have good opportunities to initiate their own play in most areas of learning.

What needs to be improved?

- the planning of the curriculum to ensure that set activities are evaluated and used to plot children's progress and the next steps in their learning
- the regular use of observation and assessments to ensure that staff are able to identify individual needs of children and plan accordingly
- the opportunities for more able children to be regularly challenged effectively in the areas of communication, language and literacy and knowledge and understanding of the world
- the opportunities for children to more regularly express themselves in a range of freely chosen craft activities
- the regular use of free access for the children to musical instruments, and the exploration of different sounds.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with adults and form good relationships with other children. They are well behaved, are aware of routines, follow simple rules and are learning to take turns and share. Children choose from a range of challenging activities that encourage them to learn. They are growing in confidence and independence, selecting resources and snacks, and helping adults with tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They listen to stories and look at books for enjoyment, showing an interest in the illustrations. Children begin to use their speech to organise play. Children recognise the initial letters and sounds in their names but show little spontaneous interest in other letters and letter sounds. They are developing their emerging writing skills, and enjoy mark making as they draw and paint.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing an interest in number. They are developing their counting skills up to ten with more able children beyond this. Children record numbers and investigate patterns in a variety of activities. They discover the properties of shapes with construction and table top resources. They use words to describe position, weight, and size and explore capacity as they work with the sand. Children compare number and solve simple problems during activities such as number lotto.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have some awareness of the local community, through adult planned activities, but have few opportunities to explore or question the roles of people in it. They look at a range of festivals and cultures through topic work and every day resources. Children are able to use simple technology equipment and use this with enjoyment, such as the calculator and toy cooker. Children talk about significant events in their lives, but have few opportunities to compare past and present.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop control and co-ordination with indoor and outdoor equipment, and movement games. Most children use a good range of resources to develop small muscle control and develop hand/eye co-ordination, however, this is not consistent for all abilities. Children use malleable materials such as play dough, and are practicing using small tools safely such as scissors. They are beginning to understand about keeping healthy-through regular exercise and food and hygiene practices.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour mixing in free-painting and make collages using different materials. They are able to express themselves during messy play, painting and drawing, and talk confidently about their feelings and experiences. Children play imaginatively with a range of small world resources and in role-play. They enjoy singing songs and rhymes, however, do not regularly use musical instruments or listen and experiment with sounds. Children respond well to what they see, hear, touch and taste.	
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

- develop the planning system to ensure that activities are evaluated and weaknesses identified and acted upon and that the observations and assessments for all children are completed on a regular basis and ensure that this information is used to identify and set targets for children's progress and next steps
- ensure that more able children are challenged effectively particularly in the areas of knowledge and understanding of the world and communication language and literacy.
- develop the planning system to ensure that regular opportunities are included for all children to extend their knowledge and understanding of the local environment and to look at and compare past and present.
- ensure that all children have regular opportunities to listen to and experiment with sounds and to use musical instruments to support this learning.

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.