



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109924

DfES Number: 516867

INSPECTION DETAILS

Inspection Date 03/04/2003
Inspector Name Heather Fletcher

SETTING DETAILS

Setting Name Courtmoor Community Playgroup
Setting Address Courtmoor School (Youth Wing)
Fleet
Hampshire
GU52 7RY

REGISTERED PROVIDER DETAILS

Name The Committee of COURTMOOR COMMUNITY PLAYGROUP

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
Courtmoor Community Playgroup has been open for 25 years. It operates from a self-contained building called the Youth Suite at Courtmoor School. Accommodation used comprises the main hall, an additional room, kitchen and toilets. The Playgroup serves the local area. There are currently 46 children from two years nine months to under five years on roll. This includes 10 funded three and 15 funded four years olds. Children attend for a variety of sessions. Six children have special needs and the group supports one child who speaks English as an additional language. The group opens five days a week during school term times. Sessions are held every morning, and on Tuesday and Thursday afternoons. Children take packed lunches to three sessions. Eight part time staff work with the children. Three have early years qualifications. Three staff are currently on training programmes, with four awaiting courses. The setting receives support from a teacher mentor from the Heatherside Infant School. Support and advice is also received from the 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?

Courtmoor Community Playgroup offers good quality pre-school education which enables children to make generally good progress towards the early learning goals. Children make very good progress in the area of personal, social and emotional development. The quality of teaching is generally good. Staff have high expectations for children's behaviour, and act as sound role models. Staff encourage children's independence and promote their self esteem. There is a range of interesting activities, and these are well laid out and organised to support and develop children's learning. Staff consolidate and reinforce children's understanding of number, subtraction and addition, sounds and letters, time and colour, through effective repetition and questioning during everyday activities. Staff have a sound understanding of the early learning goals, but planning and assessment could be strengthened by closer reference to the stepping stones. There is an effective support system for children with Special Educational Needs. The setting is led and managed effectively, and the supervisor, staff and parental committee work in partnership to ensure that children's needs are met. There is a firm commitment to ongoing staff training and development. The leadership is new, evolving and enthusiastic, but has not yet developed consistently effective planning systems. The setting works effectively in partnership with parents and carers to support children's learning. Parents are effectively and regularly informed about the group's routines and activities. Parents offer practical assistance by helping out, sending in objects for topics or fundraising.

What is being done well?

Children make very good progress in the area of personal, social and emotional development. They relate confidently to adults and to each other. Staff model and reinforce good behaviour, with the result that children are sociable, courteous and kind. Older children are supportive of the younger ones. Children are keen to experiment and try out new ideas. They show patience and perseverance, and collaborate well with each other to develop ideas. Staff, committee and parents are mutually supportive and work together effectively in the best interests of the children.

What needs to be improved?

Staff's ability to plan and assess incorporating the stepping stones, rather than the elgs, so that children's progress can be monitored more effectively. Children's access to IT resources, so that their knowledge in this area is enhanced. Children's opportunities to explore writing for different purposes.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection, taking into

account the three key issues which were raised in respect of both three and four year old funded children. The supervisor is still fairly new in post, but she has brought fresh ideas to the setting and these are now being implemented. Staff morale is good, and there is a keen interest in further training and development. Children's understanding of letters and letter sounds is now being enhanced on a daily basis through effective reinforcement and consolidation by staff during storytime, in everyday conversation, and through practical activities such as sand writing. Playgroup practice has improved in relation to the identification and assessment of children with Special Educational Needs, as staff have developed their understanding of the Code of Practice, and there is now a Special Educational Needs Co-ordinator working within the group. The system for recording children's progress and achievement has been improved and refined, so that there is now a clearer understanding of their stage of development, although this is an area which is still being developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. Children show initiative, and are acquiring a range of independent skills to strengthen their ability to forge cordial relationships, and to manage their own personal hygiene.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Children are articulate and engage readily in conversations with each other and adults. Children listen well to stories and respond enthusiastically to the pattern of language in books through repetition, rhythm and rhyme. Children are keen readers and understand that print carries meaning. There are few opportunities for children to write for a variety of purposes during everyday activities.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. Children confidently use numbers to count and compare during everyday activities. Children are developing a sound understanding of addition and subtraction and are beginning to use the appropriate vocabulary, such as 'more than' and 'less than'. Children explore size, shape, volume and quantity during play, with effective staff support. There are some missed opportunities to extend the counting skills of more able children.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children make generally good progress in their knowledge and understanding of the world. Children explore a range of different feelings in their everyday activities, and talk about how things feel, look, sound, smell and taste. Children confidently design and construct models, working at first hand with a variety of different textures and materials. Children are interested in the world around them and learn about different cultures. The lack of IT resource is a major weakness in this area.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in their physical development. They move confidently around the playgroup environment and negotiate furniture and each other with ease. Children show balance and coordination when using a range of P.E equipment. Children's fine motor skills are developed through craft and construction activities which involve the manipulation of scissors, brushes, chalks and small figures/pieces.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in their creative development. They explore and investigate with a wide variety of resources and materials. Children enjoy singing and performing actions, and experiment with the sounds made by musical instruments. Children enjoy role play and use their imagination to set a scene, or to create pictures and other artefacts using a range of different materials	
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
develop staff's knowledge of the stepping stones to improve and enhance planning and assessment. provide suitable IT resources to develop children's knowledge and understanding in this area increase opportunities for children to write for a variety of purposes to develop their understanding of the different ways writing is used to communicate