



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109407

DfES Number: 556675

INSPECTION DETAILS

Inspection Date 31/01/2005
Inspector Name Sue Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Crowhurst Playgroup
Setting Address The Village Hall
Forewood Lane, Crowhurst
Battle
East Sussex
TN33 9AJ

REGISTERED PROVIDER DETAILS

Name The Committee of Crowhurst Playgroup 1027611

ORGANISATION DETAILS

Name Crowhurst Playgroup
Address Crowhurst Village Hall
Crowhurst
East Sussex

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

Crowhurst Playgroup opened in 1973. It operates from the village hall in Crowhurst, East Sussex. The group use two rooms, and have sole use of the premises during opening hours. A maximum of 24 children may attend the playgroup at any one time. It is open every Monday, Wednesday and Friday from 09:00 to 12:55, during term time. All children share access to secure enclosed outdoor play area.

There are currently 9 children aged from 2 to under 5 years on roll. Of these, 5 children receive funding for nursery education. Children come from a wide catchment area.

The playgroup employs three staff. Two of the staff, including the supervisor are working towards an appropriate early years qualification.

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

How effective is the nursery education?

Crowhurst Playgroup provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff are fairly familiar with the Foundation Stage, though less confident in their understanding of the stepping stones. They know the children well and adapt activities to meet some individual needs. The planning ensures that all six areas of learning are covered and provides for a range of activities, though there is little reference to the stepping stones or early learning goals. The children are given opportunities to demonstrate what they know and understand throughout the session. The staff have good expectations for the children to progress. However the effectiveness of this is limited, as the assessments of children's progress are not used well to identify and support individual learning needs. The staff build very good relationships with the children and behaviour is managed well.

Leadership and management are generally good. The committee provide background support and are aware of the need to be more involved. Training is valued and encouraged. The staff work well together as a team. Their professional development is looked at and valued, though this is less effective for the supervisor. The staff and committee are committed to continual improvement and are aware of their strengths and areas for improvement.

Partnership with parents and carers is generally good. Parents are able to talk to the staff regularly and view their child's work. The assessment profiles are shared, though parents are not yet contributing to these. Daily contact books provide information about achievements. However parents and carers are not fully encouraged to support their child's individual learning needs at home. The plans are displayed along with regular newsletters that provide information about the topics covered.

What is being done well?

- The staff manage behaviour very well. There are consistent boundaries and children are comfortable with the group's routine. Children respond positively to the staff's calm approach.
- The staff spend time playing and talking with the children, building trusting relationships. They get to know the children well and as a result children are settled and happy.
- The recently introduced daily contact books for parents and carers are very useful. They record any significant achievements of individual children. Parents are able to contribute with their own observations or comments

should they wish to.

- The children thoroughly enjoy the weekly cooking activity. The opportunity for 1:1 or small group work is good. The children look forward to this activity and there are good interactions with the staff member. Children are able to spend the time they need to complete the task and take the results home.
- The use of the available resources is carefully planned on a rota basis. This ensures that all children will have the opportunity to play with all the equipment and participate in activities regardless of their attendance pattern.

What needs to be improved?

- the staff's familiarity of the stepping stones and use of everyday routines and activities
- the use of assessment in identifying individual children's next steps in their learning and its use in future planning
- planning to provide clearer reference to the stepping stones
- the involvement of parents and carers in their child's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive happy and settle quickly. They initiate interactions with the staff and other children, seeking out friends to play with. They behave very well and show concern for others. They have some opportunities for personal independence and are able to make choices about their play from the available resources out each day. They enjoy their day and are developing positive self images.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children communicate effectively, encouraged to talk about what they are doing by staff asking questions. Children are beginning to recognise letter sounds. They are absorbed when listening to stories. Books and print are not always used effectively to support activities. They are developing hand-eye coordination to help with their pre writing skills. Children have daily access to pencils and paper, though use is not fully extended. Some children are forming recognisable letter shapes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting, with some counting beyond ten. The more confident child recognises some numerals. Other activities such as snack time are not used well to further challenge children in this area, particularly with simple calculation. Children recognise basic shapes, noting shapes and patterns in the environment. They enjoy construction and puzzles. They understand and use both positional and size language well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity in objects and how they work. They get to use a range of materials to build models and collages. They learn how to operate simple equipment such as a remote control car. The children regularly talk about significant things that have happened to them. They have an show interest in their environment though have limited opportunities to explore the natural world. Through varied activities they are gaining an awareness of other people's lives, in wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Most children move with control and coordination. They are confident in movement, enjoying activities that encourage different ways to move. They have a sense of their own space and are gaining an awareness of other people's. They have an understanding of their own needs, though they are not always encouraged to view the effects activity has on their body. They get to use a range of equipment, such as the parachute or small world resources to help them develop their abilities and skills further.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children know their colours and have some opportunities to explore colour, texture and shape. They join in with favourite songs and respond to sounds and music. They show interest in playing with musical instruments. Children enjoy and get involved in imaginary play, supported by the resources. They show some interest in using their senses, when this is supported by staff. Children are able to use their own ideas and thoughts in some craft activities.

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 staff's familiarity of the stepping stones and how everyday routines and activities can be used to further challenge or support children's learning
- develop the use of assessment in order to identify the next steps in all funded children's learning and use the information gained to inform future planning
- develop planning to ensure that activity learning intentions are clear and have reference to the stepping stones.

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.