



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 961816

DfES Number: 556699

INSPECTION DETAILS

Inspection Date	24/02/2005
Inspector Name	Sue Taylor

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Fellowship Of St. Nicholas Poppets Playgroup
Setting Address	The Robsack Community Centre Bodiam Drive St. Leonards-on-Sea East Sussex TN38 9TW

REGISTERED PROVIDER DETAILS

Name	The Fellowship Of St. Nicholas
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ORGANISATION DETAILS

Name	The Fellowship Of St. Nicholas
Address	66-68 London Road St. Leonards-on-Sea East Sussex TN37 6AS

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 Fellowship of St Nicholas, Poppets Playgroup, is one of two settings run by the charity. It opened in January 1998 and operates from two rooms in the community centre, with use of the main sports hall. It is situated in a residential area of St Leonards, within walking distance of local shops and schools.

A total of 24 children may attend the playgroup at any one time, within the maximum overall registration of 48 children aged from 2 to 7 years. The playgroup is open each weekday from 9:15 to 13:15 for 36 weeks of the year.

There are currently 19 children aged from 2 to under 5 years on roll. Of these 9 children receive funding for nursery education. Children, mainly, come from the local area. The nursery supports children who speak English as an additional language.

The playgroup employs three members of staff, two of whom, including the supervisor hold appropriate early years qualifications. One staff member is working towards a qualification.

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

How effective is the nursery education?

The Fellowship of St Nicholas, Poppets Playgroup provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals with very good progress made in their personal, social and emotional development.

The quality of teaching is generally good. The staff know the children well and make good observations about their general progress. However this does not clearly show children's progress towards the early learning goals. The planning is clear and follows through from the long term to the daily activities. There is some guidance on offering challenges and support to individual children but this is restricted due to the limited assessment system. Children are encouraged to think and demonstrate what they know and understand. Staff help them to make choices and encourage involvement in activities. Children's behaviour is managed very well and as a result children are happy and settled.

Leadership and management are generally good. The staff work very well together and they receive good management support. Their professional development is encouraged and they are keen to undertake further training to enhance their practice. The lack of an effective assessment system limits the monitoring of the provision, with regard to the progress children are making. The setting are very aware of their strengths and have identified areas for improvement

The partnership with parents and carers is generally good. There is verbal communication about their child's general progress. However they receive limited feedback about their child's progress towards the early learning goals. Plans are displayed and parents and carers are given information about activities under the areas of learning, though there is little detail on how they can support their child's learning at home. They find the staff approachable and are happy with the attention their child receives.

What is being done well?

- Behaviour management is handled well. Consistent expectations and clear boundaries help children feel relaxed and settled. They respond positively to requests from staff and help other children.
- The children are able to make choices about their play and learning during the session. They can easily access craft materials to make their own pictures, using tools safely such as the hole punch or scissors. They are able to take other play materials from low level shelves and choose items for sand or water play.
- The children show interest in mathematics throughout the session. Some independent activities enable them to solve problems for themselves, others

require adult support to develop their knowledge and understanding.

- The mark making area is easily accessed by all children. They are interested in writing and keen to practice writing their name. They have a wide selection of pencils, pens, rulers, stencils and different types of paper to choose from.
- Children's work is valued. There are laminated photos and made up books of children involved in activities and story making. A low table is used for children to find their name and display their work, such as a playdoh model, enabling them to show their parent or carer. An art gallery displays children's work with pictures well labelled with explanations of what they are, if necessary.
- The group have created story book bags that children can freely access. Children enjoy playing with the resources and act out familiar tales, such as the three little pigs.

What needs to be improved?

- the assessment system, to show individual children's progress towards the early learning goals
- planning, making use of the information gathered from the assessment system, showing how children are supported or further challenged
- the involvement from 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: Very Good

The children arrive happily and settle quickly at an activity of their choice. They are excited and motivated to learn. They behave well, responding positively to staff. The children have a sense of pride in their own achievements. There are some opportunities for children to show personal independence. The children make good choices about their play, spending time at an activity. They are well supported in gaining a sense of belonging and a positive self image.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children communicate effectively and are keen to talk to adults about their play. Staff ask good questions, getting the children to think. Children enjoy books and get involved in making up stories and poems. They are learning letter sounds. The children have easy access to writing tools and show an interest in using them. They have pencil control with the more able child starting to form recognisable letters. They use a wide range of one handed tools to develop good hand-eye coordination.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are interested in numbers and counting. Most easily count up to five, using their fingers to show understanding. They enjoy number rhymes and songs. They are beginning to recognise some numerals. They are learning about more and less. Mathematical ideas are used to solve problems. They observe and use size, and positional language well. Children spend time with construction activities. The staff use everyday situations to reinforce children's knowledge and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Good curiosity and interest is shown by the children. They get to explore change and different materials. Children have regular and easy access to using a range of tools and media for developing their making skills. Children show an interest in using the computer. They are gaining a sense of time and show interest in the world around them, though there are few opportunities to explore the natural world. They are gaining an awareness of the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and control. Activities get them to move imaginatively and in different ways. They have an awareness of their own space and are learning that of others. They are gaining an awareness of healthy eating and in meeting their own needs. They have control over equipment such as ride ons or manipulating objects. They are using a wide range of one handed tools safely, such as a hole punch and scissors. They spend time manipulating and exploring malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Interesting activities are arranged for children to explore colour and textures, though they are not fully encouraged to use all their senses. They enjoy singing and rhythmic activities, and get to dance to different types of music. Musical instruments are used for fun and to explore sound. They get to express and communicate their own ideas in imaginative play and whilst using a range of materials. They are positively supported by the planned activities, with both adult support and free access.

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 assessment system to (i) show children's progress to the early learning goals and (ii) use this information to inform future planning, taking into account children working at different levels and rates and (iii) share the information with parents
- encourage further involvement from parents and carers in supporting their child's 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.