



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109418

DfES Number: 519822

INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Stacey Sangster

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fairlight Playgroup
Setting Address	Broadway Fairlight Hastings East Sussex TN35 4DA

REGISTERED PROVIDER DETAILS

Name	The Committee of Fairlight Playgroup
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ORGANISATION DETAILS

Name	Fairlight Playgroup
Address	Broadway, Fairlight Hastings East Sussex TN35 4DA

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

Fairlight Playgroup has operated since the 1970s. It operates from the hall and committee room of the Fairlight village hall which is situated in a semi rural position close to residential properties. The setting serves the local community.

There are currently nine children on roll. This includes three funded children. Children attend a variety of sessions. The setting supports children with special needs.

The group opens from 9:30am to 12 noon, Monday to Thursday during school term times only.

Three staff work at the setting, one member of staff has an NVQ level three in childcare and education; a second staff member is currently working towards a recognised early years qualification.

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

How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals in all six areas of learning.

Teaching is generally good. The supervisor and staff are experienced and have a good understanding of child care and child development. They use this knowledge to provide activities that help children to make progress. They provide a balanced and interesting programme that gives children opportunities to develop their skills in each of the six areas of learning, these tend to be more focused during the 'nursery' sessions rather than in all sessions where funded children are present. In addition staff have not grasped sufficient knowledge in relation to the foundation stage and stepping stones; as a result planning and assessment is not as effective as it could be and children's progress is sometimes limited by this.

The leadership and management of the setting has significant weaknesses. The setting has failed to devise effective systems to assess its own strengths and weaknesses or to monitor and evaluate the provision for nursery education. They have limited opportunities to undertake training and have not sought outside support that is available to all settings.

The setting works generally well in partnership with parents. Parents are provided with fairly good quality information about the setting and its provision. Parents feel well informed about their child's achievements and progress and there are both formal and informal systems in place for the setting to share details of children's achievements. The setting does not have an effective system in place to record and use information from parents about what they know their child can do and parents comments are not used to support the assessment of children. Parents are encouraged on a general level to be involved with their child's learning and many provide support and resources to enhance topic work.

What is being done well?

- Children are provided with a well balanced curriculum.
- The effective challenges provided to promote learning in all areas.
- The provision of a supportive environment where children develop an interest in learning.

What needs to be improved?

- The focus on meeting the educational needs of the funded children during the playgroup sessions.

- The staff knowledge and understanding of the foundation stage, stepping stones and early learning goals and how to use these effectively to guide the planning and assessment systems.
- The system to collect, record and use information from parents to support the assessment of child's progress.

What has improved since the last inspection?

There were three key issues requiring action as a result of the last inspection.

The setting has made good progress in relation to providing more practical activities for children to solve problems in maths; and recording numbers as well as showing an awareness of number operations. The setting has made limited progress in relation to the other key issues highlighted.

There has been limited progress made in relation to improving the assessment system and opportunities for parents to contribute to it.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing skills to support their independence. They select and use activities and resources independently and persist for extended periods of time at an activity of their choosing. Children are happy and settled at the setting. They separate from their main carer with confidence and seek out others to share their experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use talk to gain attention and initiate exchange. They are beginning to talk to resolve disagreements. They pay attention and take account of each others' views. The children use vocabulary and forms of speech that are increasingly influenced by their experience of books. They use language to imagine, recreate roles and experiences. Most are beginning to form recognisable letters and some can write their own names clearly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested in numbers and counting. They willingly attempt to count, using numbers in the correct order. Children are beginning to count spontaneously in their play and use simple mathematics and calculating to solve practical problems. Children are developing their mathematical vocabulary and confidently use positional language to identify where things are. They are beginning to correctly use mathematical terms to describe capacity, height and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children use simple tools and techniques competently and appropriately when designing and making. They show curiosity and examine objects and living things to find out more about them. The children are developing a basic awareness of different cultures and beliefs. They are able to differentiate between past and present. Children make some progress in their knowledge about the uses of everyday technology, although this is limited by a lack of resources reflecting modern advances.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show increasing control and coordination. They show respect for other children's personal space when playing together. Children are developing an awareness of health and bodily needs. They are becoming skilled at using one-handed tools and know-how to use tools safely.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children join in with favourite songs they respond to music with matching movements and sing favourite songs from memory. Children's imaginations are well developed; they creatively express themselves in art and design, music movement role-play and stories. Children make intelligent comparisons when they explore colour, texture shape and form.	
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

- Ensure that funded children receive an equal balance of educational opportunities throughout the week.
- Ensure that the planning and assessment links to the stepping stones and the assessment of children is used to inform the planning.
- Devise and implement an effective system to collect information from parents in relation to what they know about their child and use this to contribute to children's assessment.

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.