



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119546

DfES Number: 550183

### INSPECTION DETAILS

Inspection Date	02/03/2005
Inspector Name	Caroline Preston

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Avebury Playgroup
Setting Address	Roberta Street London E2 6AW

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Avebury Playgroup 1055570
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### ORGANISATION DETAILS

Name	The Committee of Avebury Playgroup
Address	Roberta Street London E2 6AW

## 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

Avebury Playgroup is run by the Committee of Avebury Playgroup and is based in a community centre within a residential housing estate in the London Borough of Tower Hamlets. It opened in 1960. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open weekdays from 09:30 to 12:00 and 12:30 to 03:00 term time only. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 to 5 years on roll. Of these 20 children receive funding for nursery education. The playgroup serves the local area. The playgroup currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The playgroup employs three staff, two of the staff two hold appropriate early years qualifications to National Vocational Level 3.

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

### How effective is the nursery education?

The education offered by Avebury Playgroup is acceptable overall but has some significant weakness. Poor quality teaching, leadership and management and weak partnership with parents have a significant impact on the learning experiences of the funded children. Provision for their personal, social and emotional development, physical and creative development are generally good; it is significantly weak for the other three areas of learning.

Teaching is ineffective and most staff show a limited understanding of the early learning goals. Curriculum planning, undertaken by the deputy, is well written, however staff are not involved with or use the plans, and observations and assessments of the children are not used to identify what children know and what they need to learn next. Children are not sufficiently challenged by questioning and discussion. Staff are sensitive to the needs of the children and have good relationships with them, but strategies to manage behaviour are not always consistent. Staff attend training in caring for children with special needs, however responsibilities of who does what is unclear and this hinders good practice. There are good quality resources to support children who have English as an additional language, however these are not always utilised effectively or consistently.

Leadership and management has significant weaknesses. Staff have a lack of understanding about their roles and responsibilities and procedures. Monitoring and evaluation of the education provided is ineffective, however the deputy is aware of the weaknesses and is beginning to address them. Staff have good training opportunities and have provided very good play resources that help the children to develop positive images of the wider world and a strong self image.

Partnership with parents has significant weakness. They do not receive good quality information about the provision of education or are informed about their child's progress and achievements.

### What is being done well?

- Children are happy and confident, they approach play resources with pleasure and enthusiasm.
- The setting has a very good range of play resources which reflect diversity and promote positive images of the local community.
- Staff are warm and friendly towards the children and have good relationships with them.

### What needs to be improved?

- staff knowledge of the early learning goals and ways to help children learn;
- systems for monitoring the effectiveness of the provision, and assessments of children's progress;
- strategies used to support children in solving disputes with peers and re-inforce good behaviour;
- information given to parents and systems to inform parents about their child's achievements and progress.

### **What has improved since the last inspection?**

There has been limited improvement since the last inspection and the impact on the children shows that they are not demonstrating good language skills or understanding of letters, sounds and names. An action plan has been made addressing the two key issues given at the last inspection.

Key issue one : Give children opportunity to hear and use language to explore activities and meaning. Most staff do not use open- ended questions or use opportunities during play to encourage discussion and conversation.

Key issue two: Children to develop understanding of letter, name and sound. Most staff do not plan or use opportunities during play or daily routines to explore ,letter, sound and shape.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy and confident, they approach the play resources with enthusiasm and energy and are independent in managing their own personal care. Some children show disruptive behaviour, they find it difficult to sit, listen to a story, take turns or understand right from wrong, this is not managed consistently by staff. Children have a positive self image and there are good resources promoting a 'sense of community' such as dual language books, posters and many festivals are celebrated

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Some children listened well to the story of the 'hungry caterpillar' when props were used. No children showed any interest in exploring the book corner or using books independently in play. Children had limited use of equipment to write with during play and were not encouraged to understand that print carries meaning. Language and questioning, particularly of the older and more able children, is not well used to extend thinking or to practise and identify letter sounds during conversation

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are not learning about mathematical concepts or language during play. There are very good resources to encourage calculation and mathematics however these are not used effectively to support childrens learning or development. Children enjoy and are able to count confidently to five in a small group situations in singing activities for example '5 speckled frogs'

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children show curiosity as they explore the water and sand but show little interest in construction activities for building and creating; they have little support in finding out why things happen and how things work. Children enjoy using the computer in small groups and programmable toys. There is little opportunity to explore past and present events or of the natural world. Children have a strong sense of identity and enjoy using the wealth of resources to explore different cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely with pleasure and confidence when using the large cars, large climbing frame and soft play resource. In general they negotiate each other well, although they show little respect for others when bumping in to each other. They show good control when using paint brushes, water and sand tools. Children spend little time learning about their bodies and being healthy .

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children join in favourite songs 'twinkle twinkle little star' and 'incy winsy spider'. They use available resources to create props during role play for example 'shop and vets'. Children confidently use the paint easel, sand and water but they are not encouraged to explore textures, colour and shape.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the quality of teaching, staff knowledge of the early learning goals and how to help children learn;
- introduce a rigorous system to monitor and evaluate the quality of teaching, effectiveness of the provision and assessments of children's progress;
- ensure management of behaviour methods are consistent throughout the setting so that children know what is expected of them, to support children in solving disputes with peers and to re-inforce acceptable behaviour.
- improve communication to enhance teamwork and partnership with parents.

*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.*