



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY255108

DfES Number: 595069

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Judith Chinnery

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Herrick Playgroup
Setting Address Lockerbie Avenue
Leicester
Leicestershire
LE4 7NJ

REGISTERED PROVIDER DETAILS

Name Herrick Playgroup 1027218

ORGANISATION DETAILS

Name Herrick Playgroup
Address Lockerbie Avenue
Leicester
Leicestershire
LE4 7NJ

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

Herrick Playgroup opened in 1990. It is based in a mobile in the grounds of Herrick School in the Rushey Mead area of Leicester. The playgroup serves the local community and provides places for children who attend Herrick school.

There are currently 36 children on roll aged 2 to 5 years. This includes 10 funded three-year-olds. The group supports children with special educational needs and children who speak English as an additional language.

The setting opens five days a week during term time. Sessions are from 08:50 until 11:20 and 12:45 until 15:15. Children attend for a variety of sessions including afternoon wrap around care which is from 11:30 until 15:30.

There are four staff working with the children all of whom have early years qualifications.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas of the Foundation Stage.

The quality of teaching is generally good. Staff are developing their knowledge of the stepping stones well to provide a wide variety of activities. A good balance exists between child and adult led activities with staff beginning to make use of small groups to support children's learning. Support for children who speak English as an additional language is well established. Resources are plentiful and the room arranged effectively to support children's development. Staff ask appropriate questions to help children to think and allow them to work at their own pace although some more able children are less well challenged. Children's behaviour is effectively managed by staff with consistent boundaries and clear explanations. While children's progress is observed and assessed, targets for their next steps are not yet identified to use in plans, neither do the plans always cover all aspects of the six areas evenly and consistently.

Leadership and management is generally good. The team is led and well supported by the management committee. Staff work together effectively. They take up relevant training to enhance their skills and have a good knowledge of their own strengths and weaknesses. However, while they are committed to improving their provision for children, systems for evaluating their overall educational provision are not yet in place and this leads to a lack of clear focus for future developments.

Partnership with parents is generally good. Useful information from the prospectus and newsletters keeps them well informed about the provision. Regular open evenings and daily feedback ensures that children's progress is shared with parents. Although as yet they are unable to share the next steps for children. Newsletters and notices give parents some useful ideas to become involved in their child's learning.

What is being done well?

- Children who speak English as an additional language receive effective support in learning English across the curriculum.
- Children are well behaved in the group, they know the boundaries and expectations of the staff and respond positively to their kindly reminders and encouragements.
- Children enjoy stories, they pick out their favourites and are able to retell the story from the pictures.

What needs to be improved?

- using the next steps as identified in the assessment of children's progress to plan appropriate activities for children
- plans which cover all aspects of the stepping stones evenly and consistently
- challenge offered to more able children
- monitoring and evaluation of the educational provision.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are well settled in the setting, confident and eager to approach activities and new experiences. They enjoy good relationships with the staff and are beginning to form attachments to their peers. Children behave well in the group and respond positively to the clear boundaries set by staff. While they willingly tackle some self-care tasks for themselves, older children are less experienced in completing other tasks such as managing their own drinks and snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and able speakers with more able children using complex sentences with a wide vocabulary. Many can explain their intentions and make connections between group and home experiences. Children are developing good mark making skills, holding pens well and drawing recognisable images and letters. Most enjoy looking at books and talking about the pictures, listening well to stories. However, children are less able to play with and distinguish sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count by rote willingly at least to 10. Some more able children recognise when they have groups of objects of the same amount and are beginning to recognise some familiar written numerals. Many of the children know common shapes and confidently point them out in the environment. Some children are able to use size language such as big and little in their play. However, they are less able to solve simple problems and calculations such as adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and enjoy exploring their environment and working out how things work and change. They can build and join materials purposefully but are less experienced in using technology. Their sense of time is beginning to develop as they discuss the days of the week and talk about past events. Children have a lively interest in people and the world around them and are developing an understanding of other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently in a variety of ways, jumping and running well. They enjoy using their bodies to climb and move large boxes efficiently. They negotiate skilful pathways around the room often at speed avoiding obstacles. Most children have good small hand movements using tools, such as scissors competently and safely. However, more able children are less able to make progress in this area and are less knowledgeable about health and exercise.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children use colours confidently and enjoy using a variety of textures and materials. They use their imaginations well using available items to extend their play such as making meals for each other. Most children enjoy showing off their pictures and use their senses, such as touch to explore. They sing well and know the words of familiar songs and rhymes, they enjoy listening to and exploring music. However, children are less able to create their own art work for themselves.

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 the assessment of children's progress is used to identify the next steps in their learning so that planned activities are based on their interests and what they need to do next, which ensures that older and more able children are sufficiently challenged. Ensure that plans also cover all aspects of the stepping stones evenly and consistently to embed children's learning
- develop systems for monitoring and evaluating the educational provision for children.

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.