



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 106129

DfES Number: 515696

INSPECTION DETAILS

Inspection Date 11/05/2004
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Holbeton Pre-School Playgroup 1
Setting Address Holbeton Village Hall
Brent Hill, Holbeton
Plymouth
Devon
PL8 1LX

REGISTERED PROVIDER DETAILS

Name The Committee of Holbeton Pre-school Playgroup 1022812

ORGANISATION DETAILS

Name Holbeton Pre-school Playgroup
Address Holbeton Village Hall
Brent Hill, Holbeton
Plymouth
Devon
PL8 1LX

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

Holbeton Pre-School Playgroup opened 31 years ago. Sessions are held in the main room and Green Room of Holbeton Village Hall. There is a secure lawned area for outside play. The group serves the local community, with many children attending resident in the village, but children from surrounding areas are also welcomed.

The group is open Monday, Tuesday, and Thursday from 09:30 to 12:00 hours, and on Wednesdays and Fridays from 09:30 to 12:30 hours, term time only. On the third Monday of the month children preparing to begin school visit the reception class in Holbeton Village School. There are 19 children currently on the register, including 5 funded 4 year olds, and 13 funded 3 year olds.

The group is run by a voluntary committee, which consists mainly of parents. There are five adults working part time with the children. The supervisor holds an NVQ 3 qualification, one staff member holds a PGCE, and another holds an NVQ 2. The group is a member of the Pre-School Learning Alliance and receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Holbeton Pre-school provides good quality nursery education. Children are making generally good progress towards the early learning goals, with very good progress being made in personal, social and emotional development, knowledge and understanding of the world, and physical development.

The quality of teaching is generally good. The supervisor plans a broad and purposeful range of activities, demonstrating a sound understanding of the Foundation Stage curriculum. Although systems for monitoring their coverage of the curriculum are at the moment overly informal, adults do use their time working directly with children to good effect. They are able to enter into children's worlds, fully engaging their enthusiasm for learning. Their management of children's behaviour is also very appropriate. Adults make skilled and pertinent observations and assessments of children progress, and promptly use this information to adapt current planning to meet the needs of all children.

The leadership and management of the group is generally good. Though the distribution of roles and responsibilities across the staff group and committee is at times uneven, all are committed to improving the work of the group. They are well able to identify areas for improvement.

The partnership with parents is generally good. Parents receive good amounts of information about the work and activities of the group. Parents are not yet invited to be sufficiently involved in their child's learning; however, they are provided with accessible and useful information about their child's educational progress.

What is being done well?

- Children manage their own behaviour very well. They are excited about their learning, and are highly motivated to participate. Adults are particularly skilled in encouraging children's personal, social and emotional skills.
- The supervisor plans activities that are meaningful and interesting to children; she uses her clear knowledge of the Foundation Stage curriculum to create a stimulating learning environment.
- Adults make skilled observations of children's progress, and use this information to adapt current planning well.
- Adults interact with children very well, ensuring that they spend the majority of their time working directly with children, and using those interactions to further children's understanding.
- The group has made very good progress at improving both the planning and delivery of the knowledge and understanding of the world programme, as

requested at the last inspection.

What needs to be improved?

- the delegation of responsibilities across the staff team and voluntary committee, to ensure that the supervisor has sufficient time to concentrate on key tasks
- the formality of monitoring systems, to ensure full and even coverage of the whole curriculum, which includes identifying further challenges for older or more able children in more detail than currently
- the involvement of parents in their child's learning.

What has improved since the last inspection?

Improvement since the last inspection is generally good.

At the last inspection the group were asked to develop the programme for knowledge and understanding of the world. This they have done to great effect, with children now showing a robust and genuine curiosity about the world around them. They were also asked to identify learning objectives for activities on their written plans, and to share planning and children's progress information with parents. Both of these requests have been fulfilled, increasing the clarity of planning, and the quality of information parents receive.

Three further requests were made of the group at the last inspection. These were to provide children with more opportunities to explore sound and music making; to monitor the programme to ensure an even coverage of all parts of the curriculum; and to involve parents in their child's learning. The group acknowledges that their progress with these requests has been less successful, though they continue to work towards improvement.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are thoroughly engaged in their learning and are highly motivated to participate. They make substantial contributions to activities such as register time and show and tell. They show genuine concern and consideration for each other, asking the supervisor how they can help a new child to settle. They are also able to sustain their interest in self-selected activities for significant periods of time; they persevere at tasks such as name writing or tidying away toys.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good opportunities to develop their language and communication skills, participating fully in conversations during both large group activities and one to one discussions. Children enjoy stories, making good use of the book corner, and regularly asking adults to read to them. Although children's knowledge of the links between sounds and letters is not always extended, they can recognise the letters of their own name. Many children can also write their own name unaided.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a very clear understanding of shape and size, and are confident in discussing comparisons such as 'big' or 'small'. Children can also count and use number reliably, accessing as they do skilled teaching in this area. Older and more able children do not, however, enjoy regular activities that aid their developing understanding of mathematical problem solving, though they do gain some knowledge through the incidental opportunities that are taken up by adults.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children enjoy a varied and interesting programme that increases their knowledge of the world around them, both natural and man-made, effectively. They know that plants need soil, sun and water to grow, and that ice is frozen water. Their understanding of the progression of time is also developing well. They enjoy using information technology, and computer programmes are used to support learning in other parts of the curriculum, such as mathematical development.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are increasingly able to use both large and small equipment, showing increasing dexterity in the use of balls, hoops, pens and scissors. They move with control and co-ordination, negotiating obstacles and using space to the full. They understand the basic concepts of being healthy, knowing that they wear sunglasses and hats to protect themselves in summer, and that they need to drink when they are thirsty.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to explore materials and texture, putting resources to good use in their art work. They are also well able to talk about their experiences, and express their ideas, particularly enjoying the daily show and tell time. Though they do not yet access a full range of activities for music making, they do use their imaginations to the full during play, turning paper into triangles, rockets, worms and aeroplanes.

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

- Improve the delegation of responsibilities across the staff team and committee, to ensure that the supervisor has sufficient time to concentrate on key tasks.
- Increase the effectiveness of monitoring systems, to ensure full and even coverage of the whole curriculum. This should include identifying further challenges for older or more able children in more detail.
- Provide parents with sufficient opportunities to be involved in 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.