



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 131536

DfES Number: 530030

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Alison Jane Kaplonek

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Foundry Lane Community Playgroup
Setting Address Foundry Lane
 Freemantle
 Southampton
 Hampshire
 SO15 3JT

REGISTERED PROVIDER DETAILS

Name Mrs Jennifer Lampard

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

Foundry Lane Community Playgroup is situated in a purpose built unit with disabled access, on the main campus of Foundry Lane Primary School. The Management Committee consists of parents, teachers and a school governor.

It is the group's policy not to accept children under 2 years and 9 months. There are currently 57 children from 2 to 4 years on roll. This includes 37 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. 6 children have special needs and the group supports 3 children who speak English as a second language.

The group opens 5 days a week (ten sessions) during school term times Sessions are from 9.00 to 11.30 and 12.50-3.20pm.

6 staff work with the children of whom 2 have early years qualifications and a further two undergoing training. The group also employ a Finance/Administration Assistant. The playgroup has a curriculum link with the Reception teacher within the school and meet half termly.

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

How effective is the nursery education?

Foundry Lane Community Playgroup is a caring and welcoming playgroup. Provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of learning. Children are keen to learn and take part in the extensive range of activities provided. They are able to initiate their own learning supported by the staff.

The quality of teaching is very good. All staff are involved in observations and assessments of the children. They provide an environment where children have a wide choice of practical activities and are able to learn through play. Plans are extended using more structured activities for the older or more able children. Staff are deployed well and are able to provide support for children with special needs and those for whom English is an additional language. Staff set clear guidelines for expectations of behaviour whilst using strategies to support those children who find it difficult to sit quietly.

Leadership and management is very good. The staff and management are committed to providing good quality care and education for all children. They meet regularly to evaluate and monitor the provision for nursery education. Pre-school staff have opportunities to liaise with teachers regarding the foundation stage curriculum.

The partnership with parents and carers is very good. Parents are provided with informative information about the setting and their child's progress. They feel able to share information about their children with the staff and receive daily feedback via a diary provided for each child.

What is being done well?

- Children's personal, social and emotional development is excellent. They are confident learners and can work independently. Behaviour is excellent and children have high levels of confidence and self-esteem. Staff set clear guidelines for expectations of behaviour.
- Children are confident speakers and use language to initiate and organise their play. They converse easily with adults and each other.
- An excellent range of resources, materials and competent teaching ensures that children are making very good progress in all areas of learning. An excellent range of practical activities help children to learn through play and staff are able to support child initiated activities.
- There is good support for children with special needs and for whom English is an additional language, ensuring that they make good progress in their learning.

- Staff have a good working knowledge of the foundation stage curriculum and use this knowledge to influence planning and assessment ensuring that all areas of learning are fully developed.
- The partnership with parents is very good and staff receive very good support from the committee.

What needs to be improved?

- the opportunities for children to extend their knowledge of the shapes and sounds of the letters of the alphabet
- the opportunities for children to complete simple programmes on the computer.

What has improved since the last inspection?

There were two key issues identified at the last inspection. The first involved improving the assessment system to inform future planning, and the second, enhancing the programme for language and literacy by stressing the sounds made by the letters of the alphabet. Generally good progress has been made towards these issues. The pre-school now uses regular observations of the children to complete the Early Years Development and Childcare Partnership (EYDCP) record of achievement. Staff continually observe children's learning and all staff meet to discuss future planning. The pre-school has purchased Jolly Phonics books and training materials. They are waiting for training and support from school staff who wish to be involved. This has not yet been fully achieved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with each other and adults. Children are well behaved. They co-operate well and learn to share and take turns. Children are keen to learn and take part in the extensive range of activities provided. They have high levels of confidence and self-esteem. They know right from wrong and understand the rules of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse easily with adults and each other. Children use language to initiate and organise their play. They listen to and enjoy stories and rhymes in small and large groups. Children are beginning to develop their writing skills during their play and some children are able to write their names. Children continue to lack some opportunities to recognise the sounds and shapes of letters and words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 8. They are beginning to recognise numbers during their play. Children sort and order items by size, weight and length and are beginning to use the mathematical language involved. They recognise patterns and learn about shape, size and quantity through practical activities. Children are beginning to use their knowledge of numbers to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious. They enjoy finding out about living things in the environment and making observations. Children design and build confidently using a wide range of materials and tools. They talk about their environment, families and events in their lives. Children are beginning to gain an awareness of the cultures and beliefs of others. They know how to operate some simple equipment. Children have limited opportunities to complete simple programmes on the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and increasing control and co-ordination. They show an awareness of space when moving around their environment both indoors and out. Children are beginning to show an awareness of a range of healthy practices. They use a wide range of equipment, tools and materials safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond to what they see, hear, smell, touch and feel in a variety of ways. They use all their senses to explore and respond to colour, texture, shape and form. Children use their imaginations well in art, role play, stories and when initiating their own play. They sing simple songs from memory.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration only.
- increase the opportunities for all children to extend their knowledge of the shapes and sounds of the letters of the alphabet
- plan regular opportunities for children to complete simple programmes on the computer.

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.