



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226221

DfES Number: 539391

INSPECTION DETAILS

Inspection Date	01/02/2005
Inspector Name	Sharon Dickinson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kegworth High Street Playgroup
Setting Address	Methodist Church High Street Kegworth Derbyshire DE74 2DA

REGISTERED PROVIDER DETAILS

Name	Kegworth High Street Pre-School Playgroup 1071027
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ORGANISATION DETAILS

Name	Kegworth High Street Pre-School Playgroup
Address	Methodist Church High Street Kegworth Derbyshire DE74 2DA

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

Kegworth High Street Pre-School Playgroup opened in 1980 and is committee managed. It operates from church premises using two ground floor rooms and connecting corridor at the back of the property with access to an entrance hall, kitchen and toilets. A secure area to the side of the building provides opportunities for outside play. It is situated in the centre of Kegworth and serves the local community and surrounding villages.

There are currently 32 children on roll. This includes 11 funded three-year-olds and 7 funded four-year-olds. Children attend a variety of sessions. The setting supports children with special educational needs and who speak English as an additional language.

The group opens five days a week during school term-times. Sessions are from 09:00 until 11:45.

There are nine staff who work with the children. Over half have early years qualifications to NVQ level two or three. The setting receives support from Leicestershire Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

Kegworth High Street Pre-School Playgroup offers a welcoming and well-organised learning environment where children feel happy and secure. Overall, children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff work well together and form an enthusiastic and capable team. They have a sound knowledge of the foundation stage, the emphasis of the group being child-led learning. Resources are used imaginatively to provide a broad and balanced programme of activities often extending from children's interests and ideas. Appropriate teaching methods are used for both older and younger children, staff are skilled in using open-ended questioning to extend children's thinking. Staff know each child well, they record children's progress and achievements regularly, but although they use information gained to plan for children's needs, individual targets are not consistently identified. Excellent support is available for children with special educational needs and whom speak English as an additional language.

Leadership and management of the setting is very good. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children. The setting has good systems in place for assessing its own strengths and weaknesses. Regular meetings, appraisal and liaisons with staff, parents and other relevant agencies ensure a consistent approach.

Partnership with parents is very good. The setting provides good information to parents about the centre and its educational provision. Parents are kept well informed of their children's progress, they have access to their assessment records at annual open evenings but although parental contributions are welcomed they are not always included in children's records.

What is being done well?

- Staff provide a well organised child orientated environment and are skilled in using appropriate questioning techniques to extend children's thinking skills fuelling their enthusiasm, confidence and enjoyment in learning.
- Excellent provision is made to provide an inclusive environment for children with special educational needs and whom speak English as an additional language.
- Children's creativity and imagination is valued by staff, artwork is attractively displayed and photographs capture children's creations on film to share their sense of pride and achievement with parents.
- Mathematical concepts are presented in a practical and fun way. Children regularly access the Math Market where they can discover and explore concepts such as number, size, weight, shape and pattern.

- Practical emphasis is given to topics and activities which help children learn about the world around them, ideas often extend from children's interests such as machines, recycling and mini-beasts.

What needs to be improved?

- use of assessment to include staff and parent observations and identify individual learning targets for children
- outdoor planning, taking all areas of learning into consideration
- organisation of space and use of time during busy periods of the session ensuring they do not have a negative impact on children's behaviour.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff's knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs has been addressed. Both supervisors have been identified as Special Educational Need Co-ordinators and have attended relevant training. They liaise closely with key workers, parents and other agencies to provide appropriate care for children with special educational needs. Further training has been attended and identified to enable key staff to improve the care, communication and education of children attending to help them reach their full potential and enjoy their time at the setting.

Presentation of large group activities is generally good, a wide range of interesting activities are planned holding the attention of the majority of children. Sessions are well organised, children are generally grouped effectively, but limitations of the premises at times restricts best use of space particularly at busy periods such as circle time, snack time and indoor physical activities sometimes resulting in unwanted behaviour from some children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, active learners. They independently select resources, and often persist in their chosen task until completion. Children develop secure relationships with staff and peers and engage in co-operative play taking turns and sharing with others. They confidently speak in large groups such as singing at circle time. Staff praise the children and value their achievements developing their confidence and self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express their thoughts and ideas using a rich vocabulary, new words are effectively introduced by staff. They learn to recognise their name by selecting name-cards when hanging coats and finding their own drawer. A print-rich environment is provided, children begin to understand that books are used for relaying information as staff use them to reference and answer questions posed. Children are developing good pencil control and use writing in meaningful situations such as role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to practical maths activities where they develop an understanding of concepts such as size, shape and number. They use problem solving skills by counting how many children and bowls for snack. Some children recognise familiar numbers and all children count freely in their play, many older children are able to count beyond 10. They are effectively introduced to mathematical language such as 'big' and 'little', and develop basic calculation skills through number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to learn through first hand experiences. They develop an understanding of everyday technology through accessing tape recorders, cameras, calculators. Good opportunities are provided to encourage exploratory play and design making skills such as working co-operatively to operate a large home-made JCB model. Children learn about other cultures and the world about them through topics, outings and visitors, including regular language sessions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate good control and co-ordination when negotiating outdoor space on wheeled toys. They have regular access to large apparatus promoting their climbing and balancing skills. Children's fine manipulative skills are very well developed they use tools such as pencils and scissors with increasing skill, and confidently weave, thread and tie ribbon and wool in craft activities. Children are beginning to recognise the importance of staying healthy through topics and daily routines.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore media such as paint, dough and sand. Staff give them time and support to develop their own creative ideas, they praise and value all children's efforts. Children enthusiastically join in rhymes, movement and music sessions with great pleasure. Children's imagination is developed well through small world and a creatively resourced role-play area where staff sensitively support and extend children's play.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Develop use of assessment systems to include staff and parent observations and identify individual learning targets for children.
- Review planning to include outdoors taking all areas of learning into consideration.

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.