



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218112

DfES Number: 539924

INSPECTION DETAILS

Inspection Date	08/07/2003
Inspector Name	Dianne Lynn Sadler

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	CENTRAL PLAYGROUP
Setting Address	Moorgate School Hospital Street Tamworth Staffordshire B79 7EE

REGISTERED PROVIDER DETAILS

Name	CENTRAL PLAYGROUP COMMITTEE
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ORGANISATION DETAILS

Name	CENTRAL PLAYGROUP COMMITTEE
Address	Moorgate County Primary School, Hospital Street Tamworth Staffordshire B79 7EE

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

Central Playgroup opened in 1974. It operates from a classroom within Moorgate Primary School, near to Tamworth town centre. It serves the local area.

There are currently 33 children aged between 2 years and 5 years on roll. This includes 33 funded 3-year-olds. Children attend for a variety of sessions.

The playgroup opens five days a week, term-time only. Sessions are from 09.00 until 11.45.

There are eight staff who work with the children. Four staff have Early Years qualifications level two and two members of staff are currently working towards a recognised early years qualification level three. The setting receives support from a teacher 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?

Central Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. A stimulating environment is offered to children, with separate work areas linked to the six areas of learning.

The quality of the teaching is generally good. Most staff have an understanding of the foundation stage, with activities being planned and linked to the six areas of learning. However, the children's progress is not documented or assessed and therefore the curriculum planning is not always linked to the children's educational needs. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings, however staff do not make the most of all opportunities to develop children's understanding in mathematics. Staff manage children's behaviour well, having clear, consistent expectations and children with special needs are included in all activities and are making progress.

The leadership and management of the playgroup is generally good. There is a committed and enthusiastic team, who work well together. All staff are included in the decisions made and are able to influence practice by suggesting new and different ways of working. Communication is effective and the supervisor has a good understanding of the skills and abilities of the staff. There is an action plan in place to address the areas of improvement, especially in curriculum planning and assessment

The partnership with parents is generally good. Parents spend time talking informally to staff about their children and are well informed about the provision, however they do not receive information about their children's development. Parents are encouraged to participate and influence the children's learning by working in the group. This ensures good links between home and playgroup.

What is being done well?

- Staff manage children's behaviour very well. They have consistent and clear expectations of the children and use excellent strategies to promote good behaviour. Children have a good understanding of the rules and boundaries, which are discussed regularly during the session.
- Staff work well as a team. There is effective communication and commitment to staff development through training. All staff are encouraged to share new ideas and ways of working.
- The strengths and weaknesses of the staff and of the setting is understood by the supervisor, with an effective action plan implemented, addressing all areas of improvement.

What needs to be improved?
<ul style="list-style-type: none"> ● the development of the staff's understanding of the foundation stage ● the implementation of an effective assessment procedure to monitor children's progress and ensure the curriculum planning is linked to children's individual needs ● the attention given to increasing children's awareness of calculation and developing their self help skills ● the information given to parents with regards to their children's developmental progress.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are involved in a stimulating range of activities that help them progress and motivate them to learn. All children are able to sit and concentrate for appropriate periods of time and are confident to try new experiences. Children are encouraged to be independent most of the time, but opportunities at snack time are very limited. Children behave well and are able to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children take part in a large variety of activities which develop their listening skills. They are all able to confidently communicate ideas and feelings and use speech to explore real and imagined experiences. All children are developing an enjoyment of books and demonstrate an understanding of how to use them and use language to predict the outcome of a story. All children are able to recognise and attempt to write their own names. There is a wealth of print displayed around the room.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to learn about number through a range of well planned and spontaneous activities. All children count confidently to ten with meaning and are able to say and use number names. However, there are limited opportunities for children to develop an understanding of calculation on a daily basis. All children are using mathematical ideas to solve problems and are able to recognise shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to discuss their families past and future events with confidence. They are able to investigate and explore a range of objects and materials, construction toys and re-cyclable materials are used to create models. Children are able to explore the natural world and the community in which they live, they grow flowers from bulbs and visit local places of interest. All children are learning about other cultures and beliefs during spontaneous play and planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are involved in well planned physical play sessions daily, both indoors and outdoors. Children are developing a sense of space, and are able to use both small and large equipment with confidence and control. All children are developing a good awareness of their own bodies and enjoy music and movement. A wide range of tools are freely accessible to the children to develop fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have plenty of opportunities to explore colour, texture, shape, form and space. They are able to respond in a variety of ways to what they see, hear, smell, taste, touch and feel. All children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. All children confidently recite nursery rhymes from memory in small group situations and explore music and movement.	
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

- enable staff to gain a good understanding of the foundation stage
- implement an assessment procedure to monitor children's progress and ensure the curriculum planning is linked to children's educational needs
- provide children with opportunities to develop their understanding of calculation and self help skills
- provide parents with information about their children's development.

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.