



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321493

DfES Number: 536934

INSPECTION DETAILS

Inspection Date 20/10/2004
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cheeky Monkeys Playgroup
Setting Address Westfield County Infant School
Askham Lane, Westfield
York
YO24 3HP

REGISTERED PROVIDER DETAILS

Name The Committee of Cheeky Monkeys Playgroup

ORGANISATION DETAILS

Name Cheeky Monkeys Playgroup
Address Westfield County Infant School
Askham Lane, Westfield
York
North Yorkshire

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

Cheeky Monkeys Playgroup registered in October 1992. It operates from a room within Westfield County Community School, in the Acomb area of the City of York. Children may access the schools facilities for various activities, and use an enclosed area for outdoor play opportunities. There are no pets on site.

A maximum of 18 children may attend the setting at any one time, between the ages of 2-4 years. There are currently 23 children on roll, which includes 4 children in receipt of funded nursery education. The group currently operates term time only each Monday, Tuesday, Wednesday and Friday morning 09:00-11:30. There is also a session on a Thursday afternoon, 12:25-14:55. Additional sessions for parent and toddlers are also available. The setting provides good support for children with special educational needs, and for those children who may attend who speak English as an additional language.

The setting employs three regular staff members, one of which holds an appropriate early years qualification. Two staff members are working towards a recognised qualification. The setting is supported by parent helpers who assist on a regular basis. The group is run by a voluntary management committee, and is a member of the Westfield Childcare Partnership. The setting receives support from the Local Authority 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?

Cheeky Monkeys Playgroup is an acceptable provision, and is of a high quality. Children are making very good progress towards the early learning goals in all six areas of learning. The adults of the setting work well together and support each other, making a positive impact on children's early education.

Teaching is very good and to a high standard. Adults make excellent use of their time, and each session is well prepared and organised. Children are taught effectively with regular opportunities for learning to take place through a varied range of practical activities. Adults ensure high levels of observation, supervision and interaction are available, including those children with a special need. They support and encourage the children's learning and development through a purposeful planning process, although a system to warn children that play is to be brought to a closure within the routine, should be considered. Children's progression is regularly recorded and shared with parents.

The setting is led and managed very well. There is a commitment to training and updating staffs skills and knowledge. Very good links are made with the school. Adults know the children well and respond promptly to individual need. They have realistic expectations of managing children's behaviour. A commitment to providing a service for parents and children to a high standard is evident. Systems are in place to monitor and evaluate the effectiveness of the nursery education, and the smooth operation of the setting.

Partnership with parents is very good and they are welcomed into the setting and provided with good support as regular volunteer helpers. Parents are kept well informed through a variety of methods including visual, verbal and written information, although there is a minor weakness in giving clear information regarding the diverse learning experiences provided for children within the theme, enabling parents more opportunities to share in their children's learning.

What is being done well?

- A stimulating environment is provided for children with defined areas to meet their needs. The setting is well prepared prior to children's arrival, and looks attractive and inviting. Children access a range of good quality resources, that they choose carefully and with confidence. Adults work directly with the children and encourage their decision making and independence including children with special educational needs.
- A broad and balanced curriculum is provided that allows opportunities for children to learn from first hand experiences. Every day practical situations help reinforce learning and adults use spontaneous events to exploit learning potential. The routine of the session is well planned with a clear structure in place. There are opportunities for children to access the schools facilities,

such as the hall for games or music and movement, further establishing appropriate links and promoting children's confidence.

- Planning is purposeful and addresses the 6 areas of learning by a thematic approach involving a range of suitable activities. There is a clear system in place to record and observe children's development and share this information with parents. The setting evaluates its effectiveness of nursery provision and addresses issues for improvement, giving consideration to what children already know to inform future planning.
- There are secure relationships between children and adults of the setting, and between parents and carers. Parents are made to feel welcome, and good support provided for those that attend as helpers. Children relate well to each other and approach their carers with ease and confidence. The effective partnership with parents is valued and they share information which positively impacts on the well being and development of the children.

What needs to be improved?

- the system to provide children with sufficient time to end their play when the routine is intending to change
- the improvement of information for parents regarding planning and activities within the six areas of learning to allow greater opportunities for them to share and participate in their children's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy as they enter the setting and leave their parents with confidence. They relate well to each other and adults within the setting. They share and take turns and are able to select their activities independently. They are becoming increasingly confident and involved in decision making. They behave well and show an understanding between right and wrong. They are excited to learn and well motivated by activities presented to them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Good opportunities are provided for three year olds to identify their names and become familiar with shape and sounds of letters of the alphabet. They are keen to practise their hand writing skills, for example when making lists in the role play area. Books are used well within the setting and children enjoy a range of stories. Language development is supported by the adults' use of open ended questioning and by encouraging children to think and make decisions for themselves.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

First hand experiences to support simple number operations are used, and children respond to counting the candles on the birthday cake. Sand and water provides lots of opportunities for children to become familiar with weight and capacity and there is good visible number and counting evidence around the setting. Children use mathematical language as they play, for example the triangle of toast they are eating or the circle made as a group. Children are competent at completing a range of jigsaws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities are provided to allow children to experiment and investigate. They use a range of tools to develop their understanding of everyday technology, for example mobile phones and calculators. They are becoming familiar with the wider world by the celebration of different events and festivals, and by exposure to resources and pictures that represent cultural diversity. Children make bird feeders at the setting and take them home to observe birds feeding in their natural environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to the settings outdoor space and use of the school hall to develop their physical skills. Small equipment such as balls, scissors, pencils and cutters develop their manipulative skills and promote hand eye co-ordination. Children move around the setting confidently and negotiate space well. They are familiar with the simple rules of ring games such as Ring a Ring of Roses. They are recognising the importance of staying healthy by discussion and regular hand washing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children paint and draw carefully and take a pride in the finished product. They paint individually or are involved in group work that is displayed and links to the topic. They use musical instruments and have a repertoire of songs and rhymes. Children use their imaginations well either in the role play area or by small world equipment. They experience a good range of tactile experiences - gloop, cooked spaghetti and play dough to express themselves and further support their creativity.

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 the following:
- consider establishing as part of the routine, the opportunity for children to be informed of the time when play activities are required to be brought to a closure
- develop the parents' awareness of the curriculum planning and proposed themed learning activities to provide increased opportunities for them to be able to share in their children'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.