



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220219

DfES Number: 522583

INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Blisworth Pre School Playgroup
Setting Address	Village Hall Stoke Road Blisworth Northampton Northamptonshire NN7 3BZ

REGISTERED PROVIDER DETAILS

Name	Blisworth Pre School Playgroup 1034605
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ORGANISATION DETAILS

Name	Blisworth Pre School Playgroup
Address	Village Hall Stoke Road, Blisworth Northampton Northamptonshire NN7 3BZ

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

Blisworth Pre School Playgroup was opened in 1973. It operates from the village hall close to the centre of Blisworth. The nursery serves the local area.

There are currently 28 children on roll. This includes 22 funded three and four year olds. Children attend for a variety of sessions. There are no children currently attending with special needs or children who speak English as an additional language.

The nursery opens five days a week during school term time. Sessions are from 9:15 to 11:45 with sessions on Tuesdays during the summer term extended to 12:45.

A total of six staff work with the children. Two members of staff have an early years qualification to NVQ level 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Blisworth Pre School Playgroup provides a very good nursery education, with children showing enthusiasm for learning through play. The children are making very good progress towards all of the early learning goals. The area of personal, social and emotional development is particularly good.

The quality of teaching is very good. Staff have a sound knowledge of the Foundation Stage. Planning is effective in providing a variety of interesting activities and learning opportunities, both at the appropriate level of the three-year-olds and also by providing sufficient challenge for the four-year-olds. As they know the children well, they are able to take the children's interests into consideration as well as their individual needs. The staff have knowledge and experience of special needs and use this to benefit the children. Assessment of the children is being used well to identify the next steps in the children's learning, with some informal input from parents about their children's progress. Good staff:child ratios allow for individual and small group work. Staff explain the purpose of activities clearly, and make good use of questions to encourage children to think and extend learning. Children do not have the opportunity to recognise many familiar labels on items in this shared setting.

The leadership and management of the setting is very good. The committee and staff are committed to improving practice and the improvement of care and education for all the children. Newer staff are working towards relevant qualifications in early years care. There is a collaborative approach to planning and evaluation of the children's learning.

The partnership with parents is very good and has a positive impact on the children's learning. Parents are well informed of their children's progress on a daily basis, and children's records are made available regularly. Parents pass back verbal information of their children's achievements.

What is being done well?

- There is a very good choice of activities during the free-play sessions which helps create a stimulating learning environment. The children's natural enthusiasm for learning is fostered very well as they move confidently between the activities, with encouragement from the knowledgeable staff when needed. The children operate independently, but also successfully make links and friendships as they play and learn together. They show care for each other but are also able to negotiate and show assertiveness when they need to.
- Staff successfully match the level of challenge provided to children's ability. They ensure children all continue to make progress through the evaluation of the activities. This allows staff to adjust future planned activities to address

individual needs. Staff successfully match the level of challenge provided to children's ability and ensure they all continue to make progress.

- The children communicate confidently and this successfully underpins learning in all the curriculum areas.
- The staff work together very well as a team and create a happy and purposeful atmosphere. All staff members have input into planning and assessment.

What needs to be improved?

- the frequency of formal opportunities for parents and carers to share their knowledge of their child's learning at home, to further enhance the planning and assessment cycle
- the display of labels on items in their environment to develop children's understanding of the written word.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have developed planning and assessment which were key issues as outcomes of the last inspection.

Planning has been reviewed and developed further to cover all aspects of the Foundation Stage. Staff have the knowledge and experience to offer challenge or adapt activities to meet the needs of the children. Assessment and planning are closely linked and children's profiles show the children's achievements across the six areas of learning.

The staff were also asked to liaise with parents and carers concerning the way they teach their children to write their names. Parents currently receive good information about the Foundation Stage, and how their children learn. Verbal information is passed on by the key workers to ensure parents are aware of their children's progress and to offer ideas of how the children's learning can be extended at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show confidence and independence as they move between self-chosen activities. They show perseverance, both in small groups and as individuals. The interaction between children and adults is very good, and children meet the high expectations for behaviour. They show care and concern for others. Younger children separate well from their main carer. Children develop an awareness of other cultures through an interest in festivals, and they take part in community events.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate confidently and take turns in conversations. They listen to each other and to staff and convey what they are doing and how they feel. Children begin to understand that written words convey messages, although they do not always see items labelled. They show respect for books. Early mark-making skills are good, including making lists and writing envelopes in role play. Most of the children recognise the initial letters and sounds in their names and are extending this skill.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count at every opportunity and recognise numbers up to ten. They compare numbers of objects, and learn about simple subtraction and addition in number rhymes, and consolidate this knowledge when playing mathematical games. Children are developing their knowledge of different shapes using computer programmes and the comparison of objects. They are beginning to understand about patterns and sequences. Practical activities, such as cooking, offer opportunities to weigh and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good awareness of the natural world around them and of the changing seasons. They enjoy looking at the environment and the community with outside experiences brought inside. They explore actions and reactions with different materials, and talk about how things grow. They talk successfully about past events. Their awareness of their own families, their cultures and the beliefs of others is also developing. Most children are adept at using the computer and other technology.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children handle an interesting range of materials, tools and small equipment, and their manipulative skills are good. They move confidently around the room, aware of the other children and the restraints of furniture. They enjoy using indoor apparatus and equipment to develop their large muscle skills. Older children show an awareness of their own physical needs, through good hygiene practice, a topic about themselves and experience of using their bodies in exercise and noting the changes.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enthusiastically take part in role-play such as writing letters, and work imaginatively with small-world resources. Children experience a good range of sensory experiences throughout free-play activities, including artwork and cooking. They explore sound with a range of instruments, and sing and mark rhythms. Children enjoy creative activities using many different craft media, in both two and three dimensions.	

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:
- provide ongoing formal opportunities for parents and carers to share their knowledge of their child's learning at home
- increase the opportunities for children to recognise labels on items in their environment.

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.