



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206841

DfES Number: 537545

INSPECTION DETAILS

Inspection Date	23/02/2005
Inspector Name	Joanne Bowman

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Quarndon Playgroup
Setting Address	St Pauls Church Hall, Church Road Quarndon Derby Derbyshire DE22 5JB

REGISTERED PROVIDER DETAILS

Name	The Committee of Quarndon Playgroup
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ORGANISATION DETAILS

Name	Quarndon Playgroup
Address	St Paul's Church Hall Church Road Quarndon Derbyshire DE22 5JB

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

Quarndon Playgroup opened in 1972 and operates from within St Paul's church hall. This is situated in Quarndon which borders Derby City and Amber Valley. A maximum of 20 children may attend at any one time. The playgroup is open each week day from 09:15 until 11:45 during term time only.

There are currently 39 children aged from 2 to under 5 years on roll. Of these 4 receive funding for nursery education.

The setting employs 6 staff, 5 of these including the manager hold appropriate childcare qualifications.

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

How effective is the nursery education?

Quarndon Playgroup provides high quality education for children which enables them to make very good progress towards the early learning goals.

The quality of teaching is very good. The staff have very good knowledge of the early learning goals and use this effectively to develop excellent planning and assessment records for all children. Records clearly show progression they highlight next steps for future learning and these are used to inform planning. Staff are skilled at supporting children appropriately, they question children to extend and challenge learning. Staff manage children's behaviour effectively and build children's confidence. Children are given many opportunities to consolidate learning through play for all areas of learning. However, there are insufficient opportunities for children to recognise their name during the session.

Time and resources are used to very good effect, children are engaged in meaningful play and access the whole of the play environment. Topics are well planned and innovative ideas are explored.

The leadership and management is very good, the management committee is very supportive of the group. Staff are led well and work effectively together to meet children's needs. Rigorous reviewing and monitoring processes are in place to ensure the settings strengths and weaknesses are addressed with regard to the quality of its educational provision. All staff have a clear focus and show dedication and commitment to improving facilities for children.

The partnership with parents is very good, parents are provided with excellent information about the setting and its educational provision. They are well informed of children's progress and have good opportunities to share what they know about their child. Parents are extensively involved in topic work, sharing their knowledge and skills with all the children.

What is being done well?

- Personal, social and emotional development is well fostered, children are confident and enthusiastic towards learning. They have many opportunities to develop independence through self chosen tasks.
- Children benefit from a very good selection of books, children use them with purpose, they concentrate and listen to stories in small and large groups.
- Children's mathematical development and knowledge and understanding of the world is promoted well. Children are eager to explore their environment, use technical equipment with skill and show a good understanding of mathematical concepts during play.
- Documentation, planning and assessments are well maintained, the

continuous reviewing and monitoring practice ensures quality and effectively evaluates teaching methods.

What needs to be improved?

- the opportunities for children to recognise their own name during play activities and develop the use of surname for more able children.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of methods to address improvements to calculation skills, climbing skills and improvements to assessments records.

The group has completed an overhaul of planning and assessments to ensure that continuous learning opportunities for calculation skills and physical development are addressed equally along side the other areas of learning. The frequency of covering all aspects of learning is also monitored so staff are aware how often they have been revisited or not covered sufficiently. The staff have also purchased additional resources in order to offer the children better opportunities to practice skills. The assessments have also benefited from a review of practices, they now relate clearly to the early learning goals and show progression. All observations are written well and samples of work are used to provide evidence of children's achievements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from carer, they appear confident and freely access all areas. Children are beginning to explore activities and they are continuously encouraged to choose their own resources and develop independence. The children generally behave well, they are beginning to learn boundaries and are positively encouraged to resolve disputes fairly. They are forming firm friendships and encourage each other to join in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are beginning to initiate conversation. They listen well and follow instruction at story time and during small group work on the computer. They use books extensively, reading alone or with support. Reference books are used effectively to reinforce learning. Phonic equipment is used to raise awareness of letters and sounds. Children are beginning to trace over their name and recognise initial letter. However, there are insufficient opportunities to develop name recognition during play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children encounter a very good range of mathematical activities as part of continuous learning, this helps children develop a range of concepts; number sequence, shape, weight, capacity and calculation skills. Rhymes and songs are used to reinforce addition and subtraction. Children continuously problem solve counting plates in relation to children at snack time. Children recognise patterns and form their own using pegs and beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children discuss the daily routine and reflect on previous activities to reinforce passing of time. They continuously have visitors into the setting to develop children's knowledge of race, culture, associated celebrations and occupations of people in the community. Technical equipment is readily available and children make the best use of it. They use problem solving when designing and making models.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely negotiating pathways and developing control. They have daily opportunities to balance, climb, crawl and practice ball skills. Topic work helps raise children's awareness of good hygiene practices and importance of eating healthily. There are good opportunities for children to refine fine motor skills, children use tools with purpose, snipping, rolling and threading.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children can recognise and match primary colours. Art work is child led and appropriately supported by staff allowing children to develop their creative skills. Children frequently extend their own ideas during imaginative play and within dance and drama sessions. Children enjoy learning new songs and sharing music that they listen to with their families. For example, showing the children the movements to Indian dance.	
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:

- extend opportunities for children to recognise their own name during play activities and develop the use of surname for more able children.

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.