



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 226256

DfES Number: 581969

### INSPECTION DETAILS

Inspection Date	06/12/2004
Inspector Name	Judith Chinnery

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Broad Street Playgroup
Setting Address	Catholic Church Hall, Broad Street Syston Leicester Leicestershire LE7 1GH

### REGISTERED PROVIDER DETAILS

Name	Ms Carol Proud
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## 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

Broad Street Playgroup is a privately run group which opened in 1980. It operates from the main and annexe rooms at the Catholic Church in Broad Street, Syston which is situated in the north of Leicestershire. The playgroup serves the local community and surrounding areas and is registered to care for children aged two to five years.

There are currently 40 children on roll, which includes 30 children who receive funding for their nursery education. Children attend for a variety of sessions. The setting currently supports four children with special educational needs.

The group opens weekdays during school term-times. Sessions are from 09:15 until 11:45.

There are two full-time and three part-time staff who work with the children. Two staff members have early years' qualifications. The setting receives support from the Leicestershire Early Years' Development and Childcare Partnership, a mentor teacher and the Area Special Educational Needs mentor.

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals in all areas.

The quality of teaching is generally good. Staff have a growing knowledge of the early learning goals, but are less secure in their understanding of the stepping stones towards these. A good balance exists between adult and child-led activities, while different size groups ensure all children are included in activities. Well organised resources are used effectively to help children learn and enable them to select for themselves. Staff manage children's behaviour well, kindly supporting them to resolve their differences. Processes for assessing children's progress are developing, but targets for children's next steps in learning are not yet being used in the planning of activities. Children, particularly the 4-year-olds, are therefore ineffectively challenged to make progress in some areas. The planning system covers all six areas and sets some learning intentions, but again these are not linked to assessments, nor do they consistently cover all aspects of the stepping stones for learning. Gaps and missed opportunities in some areas such as physical development can be attributed to this.

Leadership and management is generally good. The playgroup benefits much from having an experienced manager who acts as a good role model for staff. She is well aware of staff's strengths and weaknesses and accesses training to support this. They have implemented improvements to the setting such as a new assessment process. However, the educational provision of the setting is less effectively evaluated.

Partnership with parents is generally good. Staff and parents share good relationships and are well informed about the provision. Staff inform parents about their children's progress regularly, however, opportunities for parents to share in and become involved in their child's progress and learning are few.

### What is being done well?

- Children are confident in the setting and are keen to become involved in activities.
- Children behave very well, supported by staff who give clear explanations and kindly reminders about acceptable behaviour.
- The staff team works well together to support each other in using their individual strengths to meet the needs of the children.

### What needs to be improved?

- staff's knowledge of the stepping stones in the foundation stage
- identification of the next steps for children's learning which can be used in planning
- planning which shows the aims of activities and how these are to be adapted to meet children's different needs
- the challenge offered to older and more able children
- involvement of parents in their children's learning
- evaluation of the educational provision.

#### **What has improved since the last inspection?**

At the last Nursery Education Inspection in July 2001, the setting was asked to make improvements to processes for assessing children's progress, the grouping of children to enable staff to meet their needs and to improve their knowledge of special educational needs.

Since the last inspection, the staff have updated their knowledge of special educational needs and are now well aware of the processes for assessment and support for any children they may be concerned about.

They have developed effective methods for working with children in small groups, which enables staff to provide activities which are appropriate to children's age and stage. Staff now regularly collect observations of children's development and chart their progress through the foundation stage. However, they are less active in using this information to plan activities which build on children's interests and what they need to do next.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children leave their carers with confidence and are keen to get involved in activities. They quickly become absorbed in tasks, persevering to complete jigsaws and games. Good relationships between staff and children help them to feel secure, while 4-year-olds are developing close friendships with their peers. Children's behaviour is very good. They are willing to tackle most tasks and generally act independently, although older 4-year-olds lack challenge in this area.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children are making good progress with their language development; older children use sentences with a growing vocabulary. Children listen well to instructions and stories, although 3-year-olds are less able to play with sounds. A love of books is developing well; children handle books carefully, using pictures to tell their own stories. They hold pencils and tools correctly and safely and enjoy drawing. They make marks purposefully, but older children have too few opportunities to write.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Good counting skills are developing amongst the children. They count confidently to beyond 10 and most can match a number to a group of objects. Older children are confident with early calculating skills, taking two away from a set of bricks. Children have a good knowledge of common shapes and use size language such as huge, big and little appropriately in their play. However, children's ability and opportunity to solve mathematical problems in every day situations is limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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These children are curious and enjoy selecting their own activities. Good joining and designing skills are displayed in purposeful model making. Children's interest and confidence in using simple technology, such as tape recorders, is growing well. They have a lively interest in familiar people such as their own families, but they are fascinated by the world around them, especially when celebrating different festivals. However, they have few opportunities to find out how things work and change.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Most children are developing good large body movements. They move confidently in various ways, such as jumping and running. They negotiate their way around spaces avoiding objects and other children skilfully. Children are adept at using small hand movements to manipulate dough and dress small dolls. However, children's knowledge of healthy practices is less well developed and 4-year-olds are not continuing to make progress in their large body skills such as in climbing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy using a range of materials to create pictures and models and know most colours. They have a growing repertoire of songs and enjoy dance and recreating movement in response to music. Imaginative skills are good, with younger ones improvising to support their play and 4-year-olds starting to involve others in their plots. While children express emotions such as happiness well, they are less experienced in using their senses to explore and freely create their own artwork.	

**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

- enhance and secure staff's knowledge of the stepping stones and how they link together
- develop the processes for the assessment of children's progress so that the next steps needed for their learning are identified and used in the planning of activities, which are to be built on children's interests and their differing needs and abilities. Ensure that these are shared with parents and are effectively evaluated
- ensure that older and more able children are sufficiently challenged to make progress and that less able children are identified early and supported to make progress.

*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.*