



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY216220

DfES Number: 547031

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Ann Austen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Houghton Primary School Playgroup
Setting Address	Lodge Road Little Houghton Northampton NN7 1AF

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Sarah Prince and Diane Ridley
Address	Little Houghton Primary School Playgroup Lodge Close, Little Houghton Northampton Northamptonshire NN7 1AF

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

Little Houghton Primary School Playgroup opened in 2002 and operates from the school hall and library within Little Houghton Primary School which is situated in the village of Little Houghton, Northamptonshire. A maximum of 20 children may attend the pre school at any one time. The pre school is open on a Monday from 13:15 to 15:45 and on a Tuesday and Wednesday from 09:15 to 12:00 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from 2 to under 5 years on roll. Of these eight children receive funding for nursery education. Children come from the village and surrounding areas. The nursery is able to support children with special educational needs.

The nursery employs four staff. One member of staff, the supervisor, holds an appropriate early years qualification.

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

How effective is the nursery education?

Little Houghton Primary School Playgroup provides good quality nursery education which enables children to make generally good progress towards the early learning goals. Children are making very good progress in the area of personal, social and emotional development.

The quality of teaching is generally good. Staff are continuing to develop their knowledge of the Foundation Stage, however, some are less secure. This results in insufficient challenge for older, more able children, especially in the area of physical development. Staff provide children with an interesting range of adult directed and child initiated activities. Planning covers the six areas of learning and identifies the learning intentions. However they do not always include sufficient detail to enable staff to make the best of the activities to promote the learning of all children. Staff make observations and complete assessments of the children's progress towards the early learning goals. They interact well with the children forming good relationships. Staff give regular praise and encouragement which promotes children's confidence and self esteem. They have a consistent approach to managing children's behaviour. Systems are in place to support children with special needs. Generally, effective use is made of the time, accommodation and resources.

Leadership and Management is generally good. Appropriate aims are in place for the children's care and education. Staff work well together as a team and are clear of their responsibilities. However management does not effectively monitor and evaluate the quality of teaching.

The partnership with parents is generally good. Parents are provided with information about the setting and the curriculum. Assessment folders detailing the children's progress are regularly shared and parents observations are acknowledged. However parents are given insufficient information about how they can support their children's learning at home.

What is being done well?

- Children are happy, enthusiastic and interested in the activities provided. They form positive relationships with adults and their peers. Children chat alongside each other and work cooperatively together in a group, learning to share and take turns. They concentrate well and sit quietly when appropriate.
- Children communicate with growing confidence to staff and their peers. They initiate a conversation, listen to others and explain their ideas as they play in the home corner and with the construction resources. Children listen with enjoyment to stories and enthusiastically join in with songs and rhymes. They use puppets to tell stories and re-enact stories such as Goldilocks And The Three Bears.

- Children engage in a wide range of activities which develop their hand to eye co ordination. They are developing their skills in the use of mark making as they write and draw. Children handle tools such as scissors and hole punches with growing confidence. They successfully make models using small and large construction resources. Children explore malleable materials as they work with the clay and dough, manipulating to achieve a planned effect.

What needs to be improved?

- staff knowledge of the Foundation Stage, to ensure that there is sufficient challenge for older, more able children and that the short term plan includes sufficient detail to enable staff to make the best of the activities to promote the learning of all children
- systems to monitor and evaluate the quality of the teaching
- the partnership with parents, by providing ideas as to how parents can support their children's learning at home
- opportunities for children to write for a variety of purposes, to count spontaneously, to recognise and use written numbers during practical activities, to question why things happen and how things work and to respond to sound with body movement
- the quality of the interaction with the staff when the children are outside, to ensure that there is sufficient challenge for all children to develop their physical skills.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are happy, enthusiastic and interested in the activities provided. Older children concentrate and persevere at activities for a sustained length of time. Children form positive relationships with staff and their peers seeking out others to share experiences. They behave well, share, take turns and are learning right from wrong. Children successfully develop their personal independence as they dress for outdoor play. They talk about their own lives and are learning about other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children speak with growing confidence using language for a variety of purposes. They listen attentively and respond to questions. Children link sounds to letters and are developing their early reading skills by recognising names from cards and some familiar words. They enjoy looking at books. Children are developing their emerging writing skills with older children forming some recognisable letters, however, children have insufficient opportunity to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are developing an interest in numbers with older, more able children solving problems and using simple calculation. However children do not always have sufficient opportunity to count spontaneously and to recognise and use written numbers during practical activities. Children discover the properties of different shapes and create patterns. They use mathematical language to compare position, size and quantity. Children learn about capacity as they play with the sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are developing an interest in the world around them. They show curiosity as they observe the snails and worms, note the changing seasons and plant seeds to observe growth. However children do not always have sufficient opportunity to question why things happen and how things work. Children build bridges over roadways and handle a variety of construction resources. They use the computer confidentially. Children talk about their lives and are developing an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children move with increasing control and coordination developing an awareness of the space around them and the close proximity of others. They run, peddle cycles and throw balls, however, children are not always sufficiently challenged to develop their skills further. Children are developing their awareness of the importance of staying healthy. They handle tools, construction resources, small world items and malleable materials with growing confidence developing their hand eye coordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children take part in activities handling different media and materials. They paint, make clay pots and feel different textures. They confidently differentiate colours exploring with excitement what happens when they mix colours together. Children sing song, explore the sound of instruments and play ring games, however, they do not always have sufficient opportunity to respond to sound with body movement. They imaginatively use small world resources and enjoy different role play scenarios.

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

- continue to develop staff knowledge of the Foundation Stage, to ensure that there is sufficient challenge for older, more able children and that the short term plan includes sufficient detail to enable staff to make the best of the activities to promote the learning of all children
- develop systems to monitor and evaluate the quality of the teaching
- continue to provide further opportunities for children to count spontaneously and to recognise and use written numbers during practical activities.

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.