



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 101505

DfES Number: 585013

### INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Ruth Tharme

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chipping Campden Playgroup
Setting Address	Old Telephone Exchange Littleworth, Chipping Campden, Gloucestershire GL55 6BD

### REGISTERED PROVIDER DETAILS

Name	Chipping Campden Playgroup 1053539
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### ORGANISATION DETAILS

Name	Chipping Campden Playgroup
Address	Old Telephone Exchange Littleworth,, Chipping Campden Glos GL55 6BD

## 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

Chipping Campden Playgroup opened in 1974. It operates from an open-plan building in the old telephone exchange in the North Cotswold town of Chipping Campden. The group have sole use of the room during operating hours. There is an enclosed, outdoor area with grassed and patio surfaces.

The playgroup is registered to care for 13 children aged between 2 and 5 years at any one time. There are currently 21 children on roll. The playgroup is in receipt of education funding and at present has 12 funded 3-year-olds and 1 funded 4-year-old attending. The playgroup is open from Monday to Friday between 09.00 and 13.00 during school term times. A parent-and-toddler group operates on a Monday afternoon between 13.30 and 15.00. There are currently no children who attend with special needs or who speak English as an additional language. Children attend from the local community and surrounding villages.

The children are cared for by a team of three members of staff all of whom have appropriate childcare qualifications and experience. The playleader holds the Certificate in Childcare and Education qualification. The playleader and deputy have completed the Diploma in Pre-School Practice. All members of staff have first aid and child protection training. Parent helpers assist at the playgroup on a rota basis. The playgroup receives support from the Foundation Stage consultants and Gloucestershire, Playgroup and Toddler Association field workers.

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

### **How effective is the nursery education?**

The provision of nursery education at Chipping Campden Playgroup is good. It enables children to make generally good progress towards the early learning goals but there are significant weaknesses in the programme for mathematics and sometimes children's creativity is limited through over direction from staff.

The quality of teaching is generally good. Staff have a calm and gentle approach, support children effectively to build their confidence and encourage them to think. They are skilled at developing children's language, and find frequent opportunities to introduce new vocabulary. Adults are not all aware of the learning intention for many activities and therefore cannot always support children's learning effectively. Staff observe and record children's learning in each of the six areas. They evaluate their assessments against the stepping stones and use them to provide parents with clear information about their child's progress. Assessments are not yet used as a firm basis for future planning.

The leadership and management of the group is generally good. Staff are enthusiastic and committed. They have forged close links with local reception classes and have sought advice and guidance from a Foundation Stage Consultant through the Early Years Development and Childcare Partnership. Little time is given to evaluating practice so the group have not identified for themselves any areas for improvement.

The partnership with parents is generally good. Parents are provided with clear information about the setting in the form of a prospectus and regular newsletters but they have not been given clear information about the Foundation Stage curriculum. Parents are encouraged to take part in the parent rota and to join the committee but have little ongoing involvement in the assessment of their children's progress.

### **What is being done well?**

- Staff are enthusiastic and committed. They are keen to develop their skills and knowledge through further training and their calm and gentle approach has a positive effect on children's development.
- Parents are well informed about their children's progress. Clear and up-to-date assessment records are readily available alongside examples of children's work.

### **What needs to be improved?**

- planning so that it is based on the assessment of children's progress and provides sufficient challenge for all.

- the curriculum to include opportunities for children to problem solve, calculate, design and make and to be creative in ways which are not adult directed
- information for parents so that they are well informed about the Foundation Stage and the involvement of parents in children's learning and the assessment of their progress
- the evaluation of day-to-day practice and the knowledge and understanding of adults so children can be supported more effectively.

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

At the last inspection the group was asked to change the role-play area to provide variety and interest in order to maximise learning opportunities and further develop children's imaginations. Good progress has been made and children now have regular access to a wide variety of role-play opportunities such as home-corner play, a café and library areas. Children make good use of high quality resources in their imaginary play although some equipment is poorly presented which means it is difficult for children to see what is available.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children feel safe and secure and confidently leave their parents. They are supported by staff who have a calm and gentle approach. Children operate independently within the group and concentrate for long periods showing high levels of involvement in their play. Staff model good behaviour and children generally respond well but insufficient challenge for more able children and lack of adult support at whole group times leads to poor behaviour at times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are increasing their language skills encouraged by staff who skilfully introduce new vocabulary. They enjoy reading, frequently using books on their own and in groups. More able children hear and say the initial sounds of their names but are given few opportunities to build on their skills. They make good use of a variety of mark-making equipment as they draw and paint with confidence.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children count confidently to ten at registration time and use mathematical language such as 'biggest' and 'smallest' correctly as they play. More able children can recognise numerals on the clock face. They confidently measure and compare size when building brick towers but enjoy few opportunities to problem solve or calculate. Some children can correctly match shapes to complete a puzzle.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy exploring objects such as logs and leaves to find out about the natural world. They show an interest in information and communication technology and they remember and talk about significant events, for example the birth of a sibling and are beginning to differentiate between past and present. They are gaining an awareness of the cultures and beliefs of others through the celebration of various festivals but have little access to resources for designing and making.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move spontaneously and manage their bodies well. They jump and land with confidence from outdoor equipment but are given few opportunities for physical play if the weather is bad. Children show an awareness of their own needs and an understanding of good hygiene practises, washing their hands before meals. They confidently use a variety of equipment and enjoy activities requiring hand/eye co-ordination such as cutting out or threading cotton reels.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children readily differentiate between colours and skilfully construct in three dimensions using building bricks. They enjoy craft activities but most are adult directed. They join in with favourite songs and move rhythmically, matching the actions to the words of 'heads, shoulders, knees and toes'. They enjoy role play supported by a varied range of high quality resources. The children show an interest in what they see, hear and touch and talk confidently about their intentions as they play.</p>	

**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**

- Develop the use of assessment records as a firm basis for future planning to ensure that all children are appropriately challenged.
- Devise and implement strategies for reviewing practice and ensure that all adults are well informed about what children are expected to learn from specific activities so that they can offer more effective support.
- Extend the programme for mathematical development to include opportunities for children to calculate and build on their existing skills throughout the session. Provide more opportunities for designing and making and for children to be creative in a non-directed way.
- Provide parents with more information about the Foundation Stage and the curriculum and involve them in the assessment of their own child's progress so that they can contribute more effectively to their 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.*