



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 400463

DfES Number: 536705

### INSPECTION DETAILS

Inspection Date	14/02/2005
Inspector Name	Jenny Taylor

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Drax Playgroup
Setting Address	The Village Hall Drax Selby North Yorkshire YO8 8NJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Drax Playgroup
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### ORGANISATION DETAILS

Name	Drax Playgroup
Address	The Village Hall Drax Selby North Yorkshire YO8 8NJ

## 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

Drax Playgroup is a committee run group, which registered in approximately 1980. The provision operates from the village hall.

The playgroup is registered to provide sessional care for 24 children aged from 2 to 5 years. There are 29 children on roll at present, of which 10 children are in receipt of funding. The provision supports children with special needs and those who speak English as an additional language.

The group has use of the main hall, which includes toilet facilities and a kitchen area, plus an enclosed outdoor play area.

The playgroup opens on a Monday, Tuesday, Wednesday and Friday from 09:15 to 11:45, during term time only and serves families from the local community.

There are 3 staff plus a volunteer working with the children at each session, 2 of these hold recognised qualifications and the other 2 are working towards qualifications. The group receives support from the local Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Drax Playgroup is of good quality overall and children are making generally good progress overall towards the early learning goals.

The quality of teaching is generally good. Staff have very good relationships with children. They know them well, give them a sense of security and are very supportive and encouraging. This includes those children with special educational needs and English as an additional language, who are well integrated in the group. They provide a good balance of adult and child-led activities and make good use of resources. Activities are well integrated across the curriculum. However, planning does not relate enough to the stepping stones and early learning goals. It does not identify activities to develop learning of the 4 year olds and more able 3 year olds in some aspects of communication, language and literacy, mathematics, creative and physical development. Staff organize children well, except in large group time where activities provided are not always suitable for the full age range.

Leadership and management are generally good. Staff receive very good support from the local school and have formed strong links with them. The leader of the group ably monitors and evaluates the current provision and has the vision to identify areas for development very effectively. Staff are not always deployed most effectively to maximize children's learning.

Partnership with parents is generally good. Staff make very good efforts to give parents information on children's progress, including offering access to their profiles and inviting them to an Open Day. They learn about children's preferences at home and continue reward strategies started by parents at the playgroup session. Parents are given information about topics to be taught but information about the curriculum does not include reference to the early learning goals. Staff make very good use of parents from other cultures to develop children's knowledge and understanding of diversity.

### What is being done well?

- Teaching of physical development as integral part of each session.
- Children's developing independence and initiative.
- The methods used for the teaching of respect and awareness of cultures and traditions different from children's own.
- Children's use of role play to develop their imagination.

### What needs to be improved?

- the planning

- the organization of children, particularly at group time
- the information given to parents regarding the early learning goals.

<b>What has improved since the last inspection?</b>
not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children can access a wide range of activities independently and show initiative in helping. They are sociable, cooperate well with others and concentrate very well in play and focused activities. Good reward strategies help to enhance self-esteem and confidence, which is good. Children are learning to control and express their feelings. Their behaviour is generally good, but a lack of consistency in dealing with some inappropriate behaviour means they are not always sure what is acceptable.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Spoken language is used for a variety of purposes but children do not interact sufficiently during play or small group activities so they are not practising some aspects of language, e.g. negotiating roles in play. They learn some vocabulary but this is not emphasized enough. They have very good opportunities to write for a range of reasons e.g. menus. Some 3 year olds can write some letters but all children do not have enough chances to learn about letter sounds. They do not value books enough.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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All children can count and recognize numbers to 10, match and sort similar objects and interpret data from graphs e.g. of transport. However, the older children do not have enough chances to write numbers to 10 or to learn about simple addition and subtraction in play and routine activities. They use mathematical language to describe tall sunflowers, shape in the environment and spoonfuls of flour. There are few activities for them to learn about mathematical patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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A visit to a local farm and from their post lady help children to learn about the local area and the roles of people in it, which they use in small world play. They design transport models from balsa wood. Children use a computer very effectively and learn about everyday technology, e.g. a CD player. They observe cress growing, investigate how insects move and compare wet and dry sand. They have very good chances to learn about their own cultures and beliefs as well as those which are different.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Action rhymes help children practice moving different parts of their body in different directions and in a variety of ways. They show good control and coordination and respect each other's space as they move. However, they do not learn enough about the effects of exercise on their bodies. They practice skills with hoops and beanbags. They move as snakes. However, the older children are insufficiently challenged in the use of climbing equipment. Some children show good hand and eye coordination.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children learn about Autumn colours and how to apply paint while printing with vegetables. They make 3 dimensional models, sort shiny and soft textures and learn about patterns in natural materials. They express imagination in role play and in many other good ways. Children learn sounds can create mood and can be changed from fast to slow. They learn through touch but not enough through smell and taste. Some art and craft activities do not make sufficient demands on their imagination.

**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

- ensure parents are given information about the foundation stage and early learning goals.
- organize large group time so it caters more effectively for the younger and older children
- ensure staff are deployed suitably so learning opportunities are not missed
- develop plans so they show clearly which activities relate to which stepping stones and indicate which activities are to challenge the 4 year olds and more able 3 year olds, especially in communication, language and literacy, mathematics, creative and physical development
- link plans to assessments, so it is clear what are the next steps in children's 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.*