



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 509086

DfES Number:

INSPECTION DETAILS

Inspection Date	03/02/2005
Inspector Name	Kay Rutter

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	PETER'S PLAYGROUP
Setting Address	ST. PETER'S CENTRE SUMNER ROAD WEST HARROW MIDDLESEX HA1 4BX

REGISTERED PROVIDER DETAILS

Name	The Committee of Peter's Playgroup 1036465
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ORGANISATION DETAILS

Name	Peter's Playgroup
Address	St. Peter's Centre Sumner Road Harrow Middlesex HA1 4BX

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

Peter's Playgroup opened in 1987. It is a committee run group which operates from St. Peter's Centre in West Harrow. It is situated within walking distance of West Harrow station, bus routes, parks and shops.

The setting is registered to provide care for a maximum of 25 children from 2 to 5 years of age. There are currently 46 children on roll, this includes 30 funded children. Children attend for various sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens five days per week during school term time. Sessions are from 09:30 to 12:00 Monday to Friday with an additional session on Mondays from 12:00 to 15:00.

Two full time and five part time staff work with the children. Five staff have recognised early years qualifications equivalent to National Vocational Qualification (NVQ) levels two or three. One staff member is working towards improving the level of her qualification. The setting has links with the Early Years Childcare Partnership (EYCP) and are members of the Pre-School Learning Alliance (PSLA).

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

How effective is the nursery education?

Peter's Playgroup offers good quality nursery education.

Children are curious, enthusiastic learners who participate in a broad range of activities in the rich environment. Children are developing a wide range of skills as they explore a wide range of activities and build good relationships. Children make generally good, steady progress towards the early learning goals; personal, social and emotional development is particularly good.

The quality of teaching is good. Adults are knowledgeable about the foundation stage, they plan and deliver an effective curriculum to promote learning in all six areas. They have created a rich, stimulating environment, which makes good use of attractive and dedicated play areas to attract children. Adults are attentive to children and interested in what they do, which enables them to build good relationships and extend children's learning using a wide range of teaching and questioning methods.

Good leadership and management ensures the effective day to day running of the setting. There is a strong commitment to providing good quality care and education, which is evident in all areas of practice. Staff are valued and training is encouraged to keep skills and knowledge current, ensure continuous improvement to the education programme and quality of teaching

Partnership with parents is very good; they are well informed about the setting and curriculum and are encouraged to participate in their children's learning. Warm relationships and good ongoing communication encourages many parents to stay for the registration session, leading to a positive learning experience for children. Parents speak very highly about the staff and the setting.

What is being done well?

- Adults offer ample attention and support to children, Staff interact well with children, are interested in what they do and often ask thought provoking questions to extend children's language and thinking in most areas of the curriculum.
- Children make particularly good progress in their personal, social and emotional development. They develop good relationships and a sound understanding of themselves and others. Adults act as positive role models and treat children with respect, which fosters high levels of confidence and very good self-esteem.
- Provision for imaginary and role-play is very good. Children make good use of a well thought out range of props to plan and follow storylines with their peers as they role-play visiting the hairdresser, make telephone calls and enjoy a teddy bear picnic. Staff skilfully support this play, extending children's

ideas without directing them.

- There are very good opportunities for early reading, children can access a wide range of reading materials and are aware of directionality and the links between pictures, print and meaning. Children handle books competently and enjoy impromptu stories throughout session.
- Mathematical concepts including number, size, shape and capacity are reinforced through everyday situations and structured activities. Many children are able to use mathematical language appropriately and count to ten and beyond.
- Children have daily access to an outdoor area to experience the weather, study the natural world and develop a wide range of physical skills.
- Parents speak very highly about the setting, comments from questionnaires include; " atmosphere is friendly, caring and secure", "staff are hardworking and committed", " wide range of activities and toys available", "enjoyable time at playgroup, the routine is good and my son is learning so much".

What needs to be improved?

- opportunities and stimuli to encourage children to write for a variety of purposes
- chances for children to explore and investigate everyday objects and technology to find out how things work
- the frequency of access to a wide range of materials to enable children to pursue their own creative ideas spontaneously.

What has improved since the last inspection?

The setting failed the previous inspection as the educational provision did not promote the desirable learning outcomes. The report highlighted several considerable weaknesses and seven key areas for development. The setting did not claim funding following the inspection.

A new manager and deputy were appointed, the membership of the committee has changed over time. The setting now offer an educational programme which is judged as generally good overall and has several very good elements, showing significant improvement from the previous inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have good self esteem. They enjoy choosing from a wide range of activities, although there are few chances to choose resources independently. They model the respect shown to them by staff as they develop relationships and converse with their peers. They are able to share and take turns, share ideas and plan their play together. Children are developing a good understanding of their own culture and beliefs and are beginning to learn about and respect other faiths.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently using gesture and language. Adults skilfully extend children's vocabulary and language skills through planned activities and impromptu situations. Children can access a range of materials for writing but are not always encouraged to write for various purposes. Children enjoy regular impromptu stories with adults and can access a very good range of reading materials. The book area is well presented and comfortable, which attracts children to read independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Good use is made of everyday situations and structured activities to explore and reinforce mathematical concepts. Children are familiar with number, some children can accurately count to ten and beyond, they are beginning to explore simple calculations through practical activities. Children use mathematical language to accurately describe colour, shape and size. They can match and sort, are beginning to estimate and explore pattern in various forms but have few chances to record their findings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious and enjoy exploring. They use a wide repertoire of construction techniques; they plan, design and make a variety of models with construction kits and everyday items. Children spend less time investigating everyday technology and how things work. They learn about the living and natural world through topic work and daily activities; good use of the outdoor area helps them develop an understanding of their environment, seasonal events and the progression of time.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have good daily access to the outdoor environment for vigorous physical play and exploration. Children are well co-ordinated, have good spatial awareness and are able to successfully negotiate obstacles, move and stop under control. Children handle tools and materials competently and safely. They demonstrate good dexterity and manipulation skills as they use small equipment and malleable materials.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Planned art and craft activities enable children to learn about colour, shape, texture and space. These activities offer some scope for children to explore their own ideas, there is limited provision for independent spontaneous creativity. Imaginative play is strongly encouraged and well resourced. Adults support this area of play skilfully, successfully enabling children to explore their imagination and extend their storylines. Children enjoy singing and regularly play instruments.	

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

- provide more opportunities and stimuli to encourage children to explore writing for a variety of purposes
- provide ample chances for children to explore technology through everyday objects, ask questions, investigate and find out how things work
- provide more frequent opportunities and a wide range of materials for children to explore their own creative ideas spontaneously.

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.