



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 508609

DfES Number: 548063

### INSPECTION DETAILS

Inspection Date	14/10/2004
Inspector Name	Julie Youngman (TCCI)

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Battisford Playgroup
Setting Address	Community Centre Straight Road, Battisford Stowmarket Suffolk IP14 2LP

### REGISTERED PROVIDER DETAILS

Name	The Committee of Battisford Playgroup 1027940
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### ORGANISATION DETAILS

Name	Battisford Playgroup
Address	Community Centre Straight Road, Battisford Stowmarket Suffolk IP14 2LP

## 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

Battisford Playgroup opened over 25 years ago. It is a voluntary group registered as a charity. It operates from one room, in a community centre, in the rural village of Battisford near Stowmarket. The playgroup serves a wide local area.

The group is registered to provide places for 20 children. There are currently 10 children from two to five years on roll. This includes three funded three year olds and 11 funded four year olds. Children attend a variety of sessions. There are currently no children attending whose first language is not English or who have special needs.

The pre-school opens three days a week during school term times. Sessions are from 09:30 until 12:00.

Two part time and one full time staff work with the children. All have Early Years qualifications.

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

### How effective is the nursery education?

The provision for nursery education at Battisford Playgroup is acceptable and of good quality overall. The children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical and creative development. There are some weaknesses in the provision for learning about mathematics and communication, language and literacy.

Teaching is generally good. The staff have good knowledge of how children learn. Staff take advantage of the small class to achieve high standards of interaction with the children. Skilful questioning and sensitive responses give plenty of opportunity to extend and develop language. Children learn good skills for speaking, listening and developing ideas verbally. Children are happy and motivated and play is productive. They are confident and well behaved, learning right from wrong. There is an effective system in place to plan and assess children's learning through the stepping stones.

Leadership and management is very good. The committee works with the staff to make a strong team that are supportive of each other. Methods are in place to monitor and evaluate the effectiveness of the setting. There is a commitment to improvement through support from a specialist teacher, training opportunities and advice from external agencies.

Partnership with parents and carers is very good. In this community based group, parents are welcomed and involved with management, activities and routines. They are informed about events, topics, the curriculum and their child's progress.

### What is being done well?

- Children's personal, emotional and social development is well fostered. They benefit from a wide range of first hand experience with appropriate intervention from the staff to extend and develop the learning that is taking place. For example, through the activity of children making vegetable soup, children discuss healthy eating and how to safely use a knife.
- Within this small group children are valued and gain confidence and independence. They are motivated and involved in their own learning. They are developing good relationships with adults and peers and learning right from wrong.
- Children's language development is fostered well. Staff question skilfully and develop interaction effectively to promote communication skills and thought processes. With staff support the children discuss at depth their feelings when one of them was upset at 'going home' time.

- Children have excellent opportunities to explore and investigate features of their environment.
- Children move with confidence, control and coordination and awareness of space.
- Staff make good use of art and craft activities which are also linked to other areas of learning to help children express their ideas. Children sing and made music often during the sessions.
- The committee is an effective team that gives strong leadership.
- Parents are involved in all aspects of the playgroup and have a sense of belonging.

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

- planning and delivering activities that develop early writing skills.
- planning and delivering activities that give opportunities for children to learn about simple calculations.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Strong emphasis is given to this area of learning. Children are happy learners. They arrive excited and ready to find out what they will be learning that day. They demonstrated high levels of concentration and perseverance as when cutting vegetables and playing with dough. Children are well behaved and have good relationships with staff and each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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There are rich opportunities to develop language. Children interact, talk and negotiate clearly with others. They enjoy sharing their experiences, views and ideas. There is good use of stories to develop imagination and love of books. Children can recognise and sound some letters. Staff adapt instructions to support all ages and give appropriate help with activities. There are less opportunities for children to learn about making marks, pencil control and writing their names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count and recognise most numerals 1 - 10. They use numbers in play and structured activities. They talk about size and shape. They counted pieces of carrot when cutting vegetables for soup. There are insufficient opportunities for children to be introduced to basic calculation, comparing two groups of objects, or numbers, developing understanding of '1 more' or '1 less' leading to early addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are given opportunities in vegetable printing, cooking and eating to explore and investigate through their senses. Learning is extended in observing the changes and discussing the results. Children place events in time sequence, past, present and future. Children learn respect for their own beliefs and culture and understand differences.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with a range of physical activities offered through the session. They learn control, coordination and awareness of space, pushing buggies, running, jumping and playing with bats and balls indoors. They use wheeled toys in an outside play area when weather permits. Children use a variety of tools safely. They are aware of the importance of staying healthy. They speak about the need to eat fresh vegetables when preparing them for the soup.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imaginations and express their ideas through art, movement, stories and model making. Creative work is linked to topics that are developed in other areas of learning. This enhances the learning in all areas. Children sing and say rhymes spontaneously during play. They get very excited and involved in stories. Children enjoy singing, playing instruments and moving to music.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- improve and give greater emphasis to planning and delivering activities that promote learning about calculation
- improve and give greater emphasis given to planning and delivering activities that develop learning to write letters and words.

*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.*