



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305140

DfES Number:

INSPECTION DETAILS

Inspection Date 21/03/2005
Inspector Name Steven Anthony Urry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kingsley Playgroup
Setting Address c/o St Johns C E School
Hollow Lane
Kingsley
WA6 8EF

REGISTERED PROVIDER DETAILS

Name The Committee of Kingsley Playgroup

ORGANISATION DETAILS

Name Kingsley Playgroup
Address St Johns C of E School
Hollow Lane, Kingsley
Frodsham
Cheshire
WA6 8EF

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

Kingsley Playgroup is managed by a committee of parents. The setting opened in 1985 and operates from three rooms adjoining St Johns CE School in Kingsley. The setting is self contained with it's own toilet facilities. Children share access to the school yard for outside play. A maximum of 20 children may attend at any one time aged two to under five years, although children do not attend until they are two years six months. The setting is open term time only from 09:15 to 11:45, Monday, Tuesday, Thursday and Friday.

There are currently 17 children on roll. of these, nine children receive funding for nursery education. The setting has a consistent staff team of three, plus one staff member who provides holiday or sickness cover. All staff hold relevant child care qualifications.

The setting receives support from Cheshire Sure Start.

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

How effective is the nursery education?

Provision is of good quality. Children are making generally good progress towards the Early Learning Goals. Children make generally good progress towards early learning goals in personal, social and emotional, communication language and literacy, mathematics and knowledge and understanding of the world. Their progress in creative development is very good.

The quality of teaching is generally good. Staff enthusiastically support the children and create an environment to motivate the children's learning. They have a good relationship with the children and parents. Staff use planning to provide a wide range of activities, focused on the six areas of learning. Plans clearly identify the stepping-stones and the expected learning outcomes. Appropriate assessment methods are used to identify the children's progress. Most activities are interesting and stimulating, but older, more able children are not always fully challenged. Opportunities to write for a variety of purposes were limited.

Leadership and management are generally good. The Manager and Deputy play leader works most days within the provision. The staff team are well established and work well together. Staff are supported well by a dedicated Committee. Monitoring of the provision is not yet fully effective and appraisal systems for staff are in their early stages of development.

Partnership with parents is good. This is due to information being regularly shared through newsletters and parent notice board. The facility presently does not offer parents a detailed welcome pack or prospectus. Staff develop good relationships with parents who are welcome to visit at any time. There are both formal and informal systems for communicating to parents how their children are progressing.

What is being done well?

- Children are confident and independent as they choose between activities, select resources for themselves and take care of their personal needs. They behave well, they share and take turns, and are polite and considerate to others.
- Staff use their knowledge of the Foundation Stage to plan activities to meet children's needs. They provide an effective curriculum covering all areas of learning. They support and encourage children's thinking and provide an environment, where children are clearly valued and included.
- The children communicate well with each other and staff as they engage in purposeful conversations. They are confident, interested and motivated to learn, and demonstrate a high level of concentration and involvement in activities.

- Staff are supported well by a dedicated management committee.

What needs to be improved?

- the opportunity for children to be sufficiently challenged in developing their independence, writing for a variety of purposes;
- activities to reflect the children's varying ability and be sufficiently challenging;
- weekly activity plans take into account resource implication;
- information and literature to parents appertaining to the Early Learning goals and delivery of the curriculum.

What has improved since the last inspection?

N/A the is the facilities first Nursery Education inspection for funded three and four year olds

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and interested and eager to learn, persisting at activities. They play well alongside each other or independently and are beginning to form friendships. Children are well behaved, understand expectations such as being kind and sharing and are able to explain "rules" such as we must do table top activities now. They have good personal independence skills. However, opportunities were missed to enhance the independence for the more capable children to pour and share drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good listening skills, they are able to recall what has happened to each the bears in a story. They are good communicators, asking appropriate questions, telling each other roles and developing story lines in the home corner police station. They know that print carries meaning although, further opportunities to develop writing could be promoted. The older more capable children write their name while others confidently mark make.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities to use their counting skills; most count to 10 with more able children counting to 16 and beyond as they count confidently whilst singing nursery rhymes. Children have a good understanding of addition and subtraction as they solve mathematical problems during a practical play activities. Opportunities to promote and reinforce shape were limited. Children use language well to describe size, and quantities when questioned and encouraged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the environment through observing the immediate surroundings through role-play and planned activities. They examine and explore a wide range of objects and materials by using their senses when preparing scramble egg on toast. Children have access to a computer, which they use well to follow instruction using both mouse and keyboard competently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the indoor and outdoor environment with confidence and good control. They show an awareness of space, themselves and others. They understand the importance of washing their hands. They also know it is important to eat healthy foods. They handle small tools, such as paint brushes, scissors, pencils with good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enjoy exploring colour in imaginative ways through art and craft activities. However, opportunities to regularly changed display work to reinforce and stimulate learning were missed. Children have opportunities to explore and choose from a range of media and enjoy sticking, painting, sand and water. They use small equipment, tools and construction kits well. They use their imagination well in art and design, role-play and stories.

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 writing and role play areas to allow children to write for a number of purposes and variety;
- ensure planned activities are sufficiently challenging for the older more capable children
- ensure weekly plans take into account the resource implications for each activity.
- provide information and literature to parents detailing to the Early Learning goals and delivery of the curriculum.

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.