



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143119

DfES Number: 519770

INSPECTION DETAILS

Inspection Date 07/03/2005
Inspector Name Susan June Stone

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Parcroft Playgroup
Setting Address Summerleaze Park
Yeovil
Somerset
BA20 2BR

REGISTERED PROVIDER DETAILS

Name The Committee of Parcroft Playgroup

ORGANISATION DETAILS

Name Parcroft Playgroup
Address Summerleaze Park
Yeovil
Somerset
BA20 2BR

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

Parcroft Playgroup operates from accommodation within Parcroft Junior School, Yeovil. The group have sole use of the premises. Children have use of two main rooms, one being smaller for quieter activities. Toilet facilities, kitchen facilities an office and storeroom are also available for the group to use. The group have their own grassed outdoor areas and are also able to use the school playground.

The group is registered to provide care for a maximum of 26 children, aged between two and five years old. There are currently 39 children on roll which includes 18 funded three year olds and 7 funded four year olds. Opening times are 9:00 to 12:00 Monday to Friday for 3 year olds and above. Afternoon sessions are from 13:00 to 15:30 each day and are for children aged from 2 to 3 years. The group support children with special educational needs. There are no children attending with English as an additional language.

There are six members of staff who are suitably qualified or undertaking training. The Supervisor has Early Years Care and Education NVQ level three.

The group is run by a committee of parent volunteers.

Links have been established with the advisors from the Early Years Partnership (EYDCP).

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

How effective is the nursery education?

Parcroft Playgroup offers good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff create a bright, cheerful environment, they use space and resources well to provide a variety of structured and free play activities, they interact with the children with enthusiasm and enjoyment. They are consistent in the management of behaviour and set good examples to the children in their own behaviour.

Observations and evaluation of activities and children's involvement take place, although these evaluations are not always against the specific learning objectives. Ineffective use is made of the information gained to help identify progress being made in all areas or to aid future planning. Children's progress files lack sufficient detail to identify individual progress.

Partnerships with parents are generally good. Parents are provided with information about the setting, including policies and procedures. Activity plans, linked to the six areas of learning are displayed on the notice board. Parents feel staff are friendly and approachable, to discuss children's activities and achievements. However, there are few specific opportunities for parents to discuss their children's progress in all areas.

Leadership and management is generally good. All staff are aware of their responsibilities and work well together as a team. Effective working partnerships have been developed between staff and the committee, who are all striving to improve the care and education provided for the children. Systems for monitoring and evaluating the provision of nursery education are not fully established. Staff appraisals have not been implemented and so the training and development needs of staff have not been identified. Links have been established with the advisors within the Early Years Partnership.

What is being done well?

- Staff and committee work well together and are striving to improve the quality of care and education that is provided for the children.
- Staff create a bright and cheerful environment for the children. Resources are well used to provide a variety of structured and free play activities for the children.
- Children are developing self confidence and self esteem. They are able to make choices about their play.

What needs to be improved?

- records of children's individual progress
- opportunities for parents to be informed of children's progress
- evaluation of activities against learning intentions
- the use of observations and activity evaluations to inform progress files and future planning to ensure all stepping stones are being addressed
- staff appraisals.

What has improved since the last inspection?

There were three issues to address from the last inspection, since when there has been a complete change of staff and committee since then.

The first issue concerned strategies to ensure acceptable noise levels throughout the session.

The group have now moved premises and the acoustics are no longer an issue.

The second referred to the evaluation of plans to inform future planning.

This is in the process of being further developed, as the group have had a lot of staff changes since the last inspection. Present staff are in the process of developing systems within the group for planning and evaluating activities.

The third issue referred to the record of attainment to include more observations made by the key workers.

Activity and children's observations now take place, however the information gained is not always used effectively to assess children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing self confidence and self esteem, they are interested in the activities provided and are able to make choices about their play and learning. Children's social skills are developing well, they have good relationships with adults and peers and early friendships are being formed. Children are showing increasing personal independence, however opportunities like snack time are not used to further develop this. The children know the routines and are generally well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well, they use language to communicate and negotiate with adults and peers during their play. They are beginning to recognise and use some simple sign language. They show an appreciation for stories and books, children handle books carefully. However children have few opportunities to recognise letters and letter sounds, and to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an understanding of shape and size, and use this knowledge to estimate space in art activities. Children also know and understand position and quantity. Children can count to 10 and confidently count during number songs and rhymes. Through planned activities, children see and use numbers, although this is not further developed in everyday activities. Simple calculation and number problems are not sufficiently planned for or developed during practical play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate in activities like growing plants, art and craft and cooking. When exploring the properties of soap they used all their senses as appropriate. Through topic work and themes children are developing an understanding and respect for their own cultures and beliefs and for those of others. Children build and construct with a variety of materials like building blocks, junk modelling and Duplo.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around with confidence and coordination, they successfully negotiate space and show an awareness of others. They have daily opportunities for physical play where they walk, run, jump and pedal bikes, though they have few opportunities to develop further their skills using large scale equipment. They are developing skills using a range of tools and equipment like scissors, glue spreaders and playdoh cutters. Children understand that washing hands helps prevent the spread of germs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use imagination well during role play and games and act out real life experiences like going to the shops and cafes. Children show enthusiasm and enjoyment when singing favourite songs and rhymes and are able to match actions and movements to these. Children are offered regular art and craft activities but sometimes these are very prescriptive and adult led, so children do not have the opportunity to develop their individual artistic design, imagination and flair.

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 and improve the use of activity evaluations and observations of children to inform planning, so that activities provide for individual learning needs, and the children's progress through all the stepping stones can be effectively monitored
- provide opportunities for parents to be informed of children's progress within the stepping stones of the Foundation Stage
- develop and improve staff appraisal systems, so that the training and development needs of staff can be identified and addressed.

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.