



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 208221

DfES Number:

INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Leegomery Under Five's Playgroup
Setting Address	The Community Centre Leegomery Telford Shropshire

REGISTERED PROVIDER DETAILS

Name	Ms Sam Eccleston
------	------------------

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

Leegomery Playgroup opened in 1991. It operates from the Community Centre in Leegomery, which is a suburb of Telford. The playgroup serves the local area.

There are currently 23 children from 2 to 5 years on roll. This includes 14 funded three-year-olds and 1 funded four-year-old. Children attend for a variety of sessions. The setting can support children with special needs, and who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:30 until 12:00.

There are three full time staff who work with the children. Of these, two have early years qualifications to NVQ level 2 or 3. The setting receives support from an early years consultant from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The nursery education is generally good. All children are making very good progress towards the early learning goals.

Teaching is generally good. Staff have a clear understanding of the stepping stones and early learning goals. Assessment is used effectively to monitor all children and to extend their learning. However, written plans show limited references to the stepping stones and early learning goals. Staff work well as a team and this provides a secure and child centred environment which encourages independent learners. Staff can support children with special needs and children with English as an additional language. All children behave well in response to the sensitive support of staff. There is a wide range of well planned resources and activities covering all six areas of learning and which reflect other cultures and the local community in planned and unplanned activities.

Leadership and management of the setting are very good. Effective teamwork between staff and committee ensures good communication and contributes to the smooth running of the setting and children's learning. Staff are encouraged to continue further training and contribute to curriculum planning. There is a good framework in place to provide inclusion of all children. Staff value comments from parents and these are acted upon.

Partnership with parents is generally good. Staff work hard to ensure parents are kept well informed about their child's progress. Parents are made to feel welcome and are invited to stay with their child until they settle. Information provided for parents is useful and informative, but there is limited written information about the daily activities, stepping stones and early learning goals. Staff take time to talk to parents and they work closely with families especially in supporting children's language development.

What is being done well?

- Children are encouraged and show increasing skill and confidence when independently involved in their personal care.
- Activities provided are purposeful and well planned. Children are encouraged to be independent and confident, to concentrate and are motivated to learn.
- Children have many opportunities in both planned and unplanned activities to explore sound and link sound to letters and words. All children enjoy books and are able to take them home to read and share with the family.
- Children use numbers confidently and can count up to ten in everyday activities, for example they understand and can count independently how many cups are required at snack time.

What needs to be improved?

- the identification of the stepping stones and early learning goals in the curriculum planning
- the written information for parents about the daily activities provided; the stepping stones and early learning goals.

What has improved since the last inspection?

Generally good progress has been made to address several key issues raised at the last inspection. The setting was asked to improve planning to include the stepping stones and early learning goals and balance adult and child activities. This is now very well addressed within the assessment of the children's learning. However, these improvements should also be reflected within the curriculum planning.

It was reported that staff lacked training in special educational needs. Staff are now trained and provide a good framework to support children with special needs.

There were limited opportunities for children to explore written text, use mathematical language and information and communication technology. These areas of learning are now well covered within the daily activities, for example comprehensive programmes on the computer now give children many opportunities to learn and progress.

There were also limited opportunities shown in the planning to cover knowledge and understanding of the world and cultural issues. Planning and daily activities now provide many activities and learning opportunities for the children, for example every month a display board is used to explore festivals around the world.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

All children are developing confidence and self-esteem and older children are becoming independent learners and developing personal independence skills very well. They show interest and curiosity. Children help with tasks and older children respect the needs of younger children. Children take turns and are able to share and behave well. Children select activities and older children are able to initiate activities which interest them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

All children use books confidently and enjoy taking books home to read. They listen to stories well and older children are able to describe the main story and can relate experiences in their lives using a wide vocabulary. They respond well to rhymes and older children initiate reciting rhymes. Most children link sounds to letters and recognise their name confidently. They make marks well and older children use writing as a means of communicating and show increasing skills forming letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are able to learn about numbers through a range of planned and spontaneous activities. Most children are able to count up to ten in everyday activities, for example estimating how many cups required at snack time and able to identify more or less. Children show interest in number problems during imaginative play, they use a cash register and count money confidently. All children talk about shape, size and are able to compare numbers and recognise simple patterns within their activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are interested in the world and in the lives of people in the community. They observe the weather and growing plants and comment on them. Children question and comment on the natural world and have a good understanding of the past and future, they talk about family and home life. They use junk modelling to design and construct objects very well. Most children use everyday technology competently and more able children are becoming skilled in using a computer as a learning tool.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are developing a good awareness of a healthy diet and they enjoy exercise. All children move with pleasure and confidence and show respect for other children's personal space. Most children can negotiate, balance and move in different ways and directions within planned and spontaneous play both in and out doors. All children use a wide range of tools with increasing control and more able children show increasing skills when using tools especially paint brushes and pencils.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy singing and have familiar songs and rhymes, which they remember. Children have opportunities to move to music and can tap out simply rhythms when using musical instruments. All children talk imaginatively about their experiences and ideas and are able to present them through artwork and role-play, for example more able children try to capture their experiences through painting. Children experience and explore through their senses and can communicate their thoughts very well.	

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

- Identify the stepping stones and early learning goals in the planning of the curriculum.
- Improve the written information for parents about the daily activities provided; the stepping stones and early learning goals.

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.