



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253754

DfES Number: 512507

INSPECTION DETAILS

| | |
|-----------------|---------------------------|
| Inspection Date | 21/01/2003 |
| Inspector Name | Beverly Anne Kemp-Russell |

SETTING DETAILS

| | |
|-----------------|--|
| Setting Name | Swinderby Pre-School Playgroup |
| Setting Address | The Playroom High Street, Swinderby Lincs LN6 9LU |

REGISTERED PROVIDER DETAILS

| | |
|------|---|
| Name | The Committee of Swinderby Pre-School Playgroup Committee |
|------|---|

ORGANISATION DETAILS

| | |
|---------|--|
| Name | |
| Address | |

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 |
|---|
| Swinderby Pre-school Playgroup has been operating for seventeen and half years. The group runs from a porta cabin within the grounds of Swinderby primary school. The Pre-school is set in a rural area of Lincolnshire, and the children attending come from the local community and surrounding villages. The Pre-school is registered to provide twenty two places for children aged between two and five years. There are currently thirty nine children on roll. This includes twelve three year olds and five four year olds in receipt of nursery funding. The group is open eight sessions per week term time only. Sessions are from 09:05 to 11:35 Monday to Friday and 12:45 to 15:15 Monday, Wednesday and Thursday. The Pre-School Playgroup employs eight members of staff. All hold relevant qualifications. |

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

How effective is the nursery education?

Swinderby Pre-school Playgroup provides a happy, welcoming, stimulating environment where children make generally good progress towards the early learning goals. However, teaching methods do not always ensure that there are sufficient opportunities for children's individual exploration in some areas. The quality of teaching is generally good. Staff work well alongside children and have high expectations of their behaviour. This has a positive impact on the relationships within the nursery. Staff give children responsibilities so that they can take a pride in the group. Some activities/questions lack increasing challenge and extension for more able children. The leadership and management of the nursery is generally good. The manager provides a clear direction for the staff team who work very well together. The manager and staff are enthusiastic and are keen to improve the standards of care and education within the nursery. However, monitoring systems have not yet been fully developed to identify the learning opportunities which would best support individual children's progress. The partnership with parents is very good. Parents receive good quality written information about the nursery which is reinforced verbally on a regular basis. Parents share information about their child with staff. Staff encourage parents to be involved in children's learning at home and contribute to the nursery.

What is being done well?

Staff work well as a team and present as good role models for children under the strong leadership of the manager. Staff have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning. Staff give priority to nurturing children's personal and emotional development. Relationships and behaviour are generally good.

What needs to be improved?

Teaching methods: to ensure that there are sufficient opportunities for children's individual exploration particularly within aspects of creative development and knowledge and understanding of the world. Systems for monitoring and evaluating the effectiveness of the nursery education. The planning to include details of how activities will provide increasing challenge and extension to build on more able children's experiences.

What has improved since the last inspection?

Improvement since the last inspection is generally good. A computer area has been incorporated within the play room giving children increased learning opportunities to develop their skills and understanding of information and communication technology. Staff have extended assessments of children's attainments and progress,

particularly in the language and literacy area. Records have been updated to show progression and detail the children's progress as they learn to write and recognise letters of the alphabet.

SUMMARY OF JUDGEMENTS

| | |
|--|----------------|
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children work well independently and in groups. They are enthusiastic and able to share and take turns. Children are confident, expressing their needs and taking initiative in a variety of situations. Behaviour is generally good but there are missed opportunities to encourage children to concentrate. | |
| COMMUNICATION, LANGUAGE AND LITERACY | |
| Judgement: | Generally Good |
| Children interact well with adults and peers, negotiate and use talk to organise their play with others, speaking clearly. Children access and use a good range of purposeful opportunities to develop their understanding of linking sounds and letters. More able children lack challenge during some activities. | |
| MATHEMATICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities - recognising and counting reliably, numbers 1 to 10. More able children lack challenge in some activities and there are missed opportunities to solve practical problems during some activities. | |
| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
| Judgement: | Generally Good |
| Children to look closely at differences and the way things change in the activities provided. Children are making independent choices in their exploration, experimentation and investigation of the world around them. Children's knowledge of differing cultures and beliefs is not developed to its full potential. | |
| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Children move confidently and in safety and develop their small hand skills. Children develop whole body skills through indoor and outdoor activities using large apparatus. Children do not develop their skills using malleable materials to their full potential. | |
| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children enjoy opportunities offered which are linked to themes. Children explore colour and shape through a variety of play materials. Although there are creative activities relating to art and design, children are not always able to make spontaneous choices on a day to day basis. | |

| | |
|--|---|
| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |
|--|---|

| |
|--|
| 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 |
| develop teaching methods to ensure that there are sufficient opportunities for children's individual exploration particularly within aspects of creative development and knowledge and understanding of the world (differing cultures and beliefs). develop further monitoring and evaluation systems to ensure effectiveness of the nursery education. |