



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY268196

DfES Number: 584145

INSPECTION DETAILS

Inspection Date 13/10/2004
Inspector Name Teresa Elkington

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Southgate West Playgroup
Setting Address Hilltop Primary School
Ditchling Hill, Southgate West
Crawley
West Sussex
RH11 8QL

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Southgate West Playgroup
Ditchling Hill
Crawley
West Sussex
RH11 8SF

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

Southgate West Playgroup is a registered Sessional care facility, providing care for 26 children under the age of 5 years and over 3 years. The group are in receipt of funding for their 3 and 4 year old aged children. The facility operates from Hilltops Primary School which is situated in the Southgate area of Crawley, it comprises of a large classroom, toilet facilities. Children have access to the playground for outdoor activities.

The playgroup operates during term time only, with children attending from the local and surrounding areas.

The playgroup is supported by a team of staff who have current Childcare qualifications and experience along with First Aid Training.

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

How effective is the nursery education?

Southgate West Playgroup provides very good quality nursery education. It enables children to make very good progress towards the early learning goals.

The quality of the teaching is very good. Staff plan a variety of interesting and stimulating activities, all based around the letters of the alphabet and understand what children learn from them. Their clear understanding of the early learning goals supports this. Staff provide good support and question children effectively, encouraging them to think for themselves. Staff acknowledge children's differing levels and ability and will adapt or extend activities spontaneously dependent on the needs of individual children, although plans do not reflect this, for future information. They have high expectations of children's behaviour and set realistic boundaries, readily giving praise and encouragement when needed. Activities are presented in an enthusiastic manner; staff are skilled in using impromptu situations to develop children's learning and interest in all areas.

Leadership and management is very good. The playgroup benefits from a strong, and well-established staff team, who are all committed to the continual improvement and development of the setting. Effective systems are in place for the continual assessment and meeting the training needs of the staff. All staff work together as a team and have shared responsibility for planning, observing and assessment. The clear objectives, defined roles and responsibilities of the whole staff team, ensure that children learn within a secure and stimulating environment.

Partnership with parents is very good. Parents are welcomed into the playgroup and have many opportunities to support events and to be involved in their child's learning. They are kept well informed about the provision through the use of newsletters and notice boards. The keyworker system provides good levels of communication and regular opportunities for dialogue to discuss how children are progressing.

What is being done well?

- Staff create a well-planned stimulating environment, where children learn through a range of practical activities, making good use of all available resources. Many learning opportunities are provided through the daily routine.
- Children's communication, language and literacy skills is a particular strength. The well resourced book area encourages children in their handling of books and participation in story times. Children are confident speakers and show a good understanding that writing can be used for different purposes.
- Relationships between the staff and children are good. Staff question children effectively and give them good support in their chosen activities.

- The staff welcome parental involvement in their child's learning and provide worthwhile opportunities to share information.

What needs to be improved?

- the development of the planning

What has improved since the last inspection?

Positive actions have been undertaken since the last inspection to the recommendations made; to extend and update the information available for parents; improve practice in the area of Special Educational Needs.

Parents are encouraged to be fully involved in playgroup life. Clear information is readily available detailing what and how their children will learn covering all six areas of learning. This is also supported by staff inviting new parents to an introduction session prior to children starting at playgroup. A well informed notice board and regular newsletters keep parents updated in daily routines and special events.

The playgroup have a designated staff member over seeing the role and responsibilities of the Special Needs Education. A Clear policy is available clearly outlining how children will be supported throughout there learning. Parents are fully involved in all decision making for example the implementing of Individual Education Plans and Play Plans to support children's individual needs to help them achieve and progress. Close links are formed with outside agencies to offer support and guidance to both parents and staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and motivated to learn. They demonstrate high levels of concentration and interest during planned and incidental activities. Children follow instructions well and listen attentively to staff. Children's work, achievements and contributions in-group situations are valued by staff, which enhances children's self esteem. Children work well independently and co-operate when working alongside their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and converse well with each other and staff. Children listen well at story times, they enjoy using books and make unprompted visits to the inviting and well-resourced book corner. Children are encouraged to use emergent writing in a number of situations for example, role play and within the writing area. Children are encouraged to link sounds of letters through all activities. Staff question children appropriately to help them think and to extend their vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Good opportunities are provided for children to weigh, measure and compare using a variety of resources and activities. Everyday routines and activities are used to help children understand the concept of adding, subtracting and mathematical language to compare size and recognise shape. Children are confident in recognising and using numbers 1-5 in familiar context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide activities and resources that encourage children to explore and investigate, allowing them to talk about themselves, their immediate environment and the wider world. Children have free access to a good variety of resources, to encourage their building and designing skills. Children have regular access to a range of information technology equipment within play situations and activities to enhance their confidence and skill in their use of such equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around confidently showing an awareness of space and others. Children are given many opportunities to develop their gross motor skills, through the use of appropriate resources. Children learn about health and bodily awareness through topics and planned activities. They frequently use a variety of constructional equipment and are confident in their handling of a variety of tools, such as pencils, brushes and scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination in a variety of planned role play activities, with staff actively supporting children's ideas to enable them to act out a variety of scenarios. Children have regular opportunities to participate in singing sessions, which they do with enthusiasm and confidence. Daily art and craft activities are organised to allow children to create pictures and models, with a range of textures, colours and materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following area;
- continue to develop the planning to show how activities will be adapted for children performing at differing levels.

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.