



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218261

DfES Number: 539866

INSPECTION DETAILS

Inspection Date 26/01/2005
Inspector Name Elaine Poulton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Village Playgroup
Setting Address Village Hall
Pinfold Lane, Cheslyn Hay
Walsall
West Midlands
WS6 7HP

REGISTERED PROVIDER DETAILS

Name The Committee of The Village Playgroup

ORGANISATION DETAILS

Name The Village Playgroup
Address Village Hall, Pinfold Lane
Cheslyn Hay
Walsall
West Midlands
WS6 7HP

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

The Village Playgroup opened in 1992. It operates from a large hall and a smaller room in the Village Hall, which is situated close to the centre of the village of Cheslyn Hay. The pre-school playgroup serves the local area.

There are currently 72 children from 2 to 4 years on roll. This includes 26 nursery funded children. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens five days a week during school term times and for some days during the Summer school holidays. Sessions are from 09:30 until 12:00 each morning and 12:30 until 15:00 on Wednesdays.

Eleven staff work with the children. Half of the staff hold appropriate early years qualifications and the remainder are on training programmes.

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

How effective is the nursery education?

The provision of nursery education at The Village Playgroup has significant weaknesses.

Teaching has significant weaknesses. Staff have limited knowledge of the Foundation Stage and therefore planning is not effective to ensure children make progress in all areas of learning. Plans are linked to the stepping stones, but not all activities are planned at the right level and staff do not have high expectations of children's abilities, resulting in a lack of challenge. Group activities and routines are not always organised or promoted effectively and children's interest is not always sustained. Opportunities to engage children in conversation, extend children knowledge and understanding and develop children's independence skills are limited. However, staff are friendly, approachable and offer a wide selection of games and equipment where children have free choice of play resources and join in with role-play situations. They manage children's behaviour in a positive way praising children for behaving well.

Leadership and management has significant weaknesses. Staff acknowledge that they all require training on the Foundation Stage to enhance practice and create a positive learning environment for all children. Annual appraisals and monthly meetings take place and systems are continually being revised, however there are no strategies in place to monitor or evaluate the quality of nursery funded education. Support from early years practitioners is welcomed.

The partnership with parents and carers has significant weaknesses. Relationships are friendly and communication is mostly informal. Written information announces forthcoming topics and events and parents are made aware of routines and activities. Information on children's progress and achievements is insufficient. However, parents are able to help in the setting.

What is being done well?

- Staff praise children for being well behaved and for their efforts.
- Resources, toys and equipment are made available to support free choice.
- Staff organise visits to the post office and library.
- Children are beginning to form good relationships with others.
- Children recognise their name in writing and are learning to recognise initial sounds.

What needs to be improved?

- leadership to staff to ensure the setting is effectively managed.
- systems to monitor the quality of teaching methods and the nursery funded education.
- understanding of the stepping stones and early learning goals and how children learn.
- activities that offer sufficient and appropriate challenges to children.
- interactions with children to help them learn, including questioning techniques and teaching methods.
- group activities that encourage sharing, taking turns and opportunities for children to speak out to support children's progress.
- gaps in the educational programme.
- information to parent/main carer on their child's progress and achievements.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children separate from their main carer readily and join in with the routine. They choose between free play activities and play for long periods of time alongside others engaged in the same theme. Challenges for children to learn to share and take a turn are limited. They are beginning to build good relationships with others and behave well. However, not all children show interest in the activities provided nor do they initiate or attempt to manage routine tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children participate in shared reading during one to one. Some children approach adults but do not engage in conversation. Children are encouraged to settle to listen at story time but they do not enter into discussion around what's happening or speculate as to what may happen next. Some children are beginning to link initial sounds to the written word and some can identify and select their name card. There are limited challenges for children to write for a purpose or to make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count reliably up to 8 however activities do not offer challenge for more able children to extend their learning. There are few challenges for children to recognise numerals in the environment or to use numbers in routines or everyday situations. Children are learning about shape and size. However opportunities to engage children in activities, discussions or routines to help develop their practical problem solving and basic addition and subtraction skills are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are beginning to learn about their environment. Plans show visits to local post office and library. However, there are limited opportunities for children to find out about past and present events or to talk about their environment. Children can assemble train tracks and bridges and use pre-prepared materials to stick and glue. Programmable toys are available for children to use but access to ICT is limited. Children are beginning to learn about other cultures through topic work.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show an awareness of space and move around freely and confidently in the play area. Children handle a small range of tools safely. They take part in active climbing and balancing play, but opportunities to extend physical activities for more able children are limited. Children have their hands wiped over before eating, but are not learning about the importance of staying healthy and that changes happen to their bodies when they are active, through discussion or routines.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are learning about colour, texture and taste through a variety of directed activities. However, opportunities for self-initiated creative activities that allow children to explore materials and use their own imagination are limited. Children spend long periods of time in role-play dressing up in their favourite costumes, but there are few experiences that provide children the opportunity to develop their sensory skills or to freely express or communicate their ideas.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve leadership to staff to ensure effective management including the systems to monitor the quality of nursery funded educational provision.
- Improve staff's understanding of the stepping-stones and early learning goals and how children learn; plan activities at the right level to ensure appropriate challenges are offered to children; improve the interaction with children to help them develop into confident young learners.
- Address significant gaps in the educational programme and offer a balanced curriculum that covers all six areas of learning.
- Provide parents with sufficient information on the children's progress and achievements toward the 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.