



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY292611

DfES Number: 510806

### INSPECTION DETAILS

Inspection Date	09/03/2005
Inspector Name	Jane Elizabeth O'Callaghan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Town Street Playgroup
Setting Address	The Methodist Centre Hawthorn Road Leeds West Yorkshire LS7 4PH

### REGISTERED PROVIDER DETAILS

Name	Mrs Deborah Margaret Calvert
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## 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

Town Street Playgroup has been operating for many years and has recently transferred to new management. It operates from three main rooms in the Methodist Centre in the Chapel Allerton area of Leeds. The group serves the families of the local area.

The group opens during term times and sessions are Tuesday to Fridays from 09:15 until 11:45.

Six staff work with the children. They all have considerable experience of working with pre-school children and staff qualification plans have been agreed by Ofsted to provide continuity of care for the children. The group receives the support of an advisory teacher from the Local Authority.

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

### How effective is the nursery education?

Town Street Playgroup offers very good quality provision, which helps children make very good progress towards the early learning goals in all six areas of learning, however there is a missed opportunity in fully developing children's independence. The children are making rapid progress because the teaching is very good. Staff understand how to involve all children and are well acquainted with the requirements of the Foundation Stage. They provide many varied and exciting opportunities ensuring that the children's interest is captured and fully extends their imaginations. Staff pay particular attention to supporting younger children. Effective procedures are in place to support children with special educational needs. The staff set clear and consistent boundaries, which encourages the children to be very well behaved. Planning effectively links to all six areas of learning.

Leadership and management is very good. The staff team are committed to evaluating and reviewing practice to improve care and education. They are well organised and work well together. Staff have regular opportunities for professional development. They work with a advisory teacher, to maintain consistency. The management team know the settings strengths and weaknesses and work on their evaluations to make improvements.

The partnership with parents/carers is very good and contributes to the children's progress towards the Early Learning Goals. Very effective systems are in place, to communicate clear information in regard to curriculum planning and the developmental progression of their children. Information about the setting and it's provision is comprehensive and accessible to all parents. Records of children's progress are of a high standard.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident and eager to participate on their own or as part of a group, behaviour is very good. The staff create a secure atmosphere where children can develop good attitudes and dispositions to learning.
- The children are given regular opportunities to practice their writing skills and develop their knowledge of letter sounds.
- Staff effectively help the children become more aware of the environment and the natural world, they provide many first hand experiences such as walks in the community (parks area).
- Children are developing very good counting skills. They understand shape and size through well planned activities. Three-year-old children are confidently beginning to solve simple mathematical problems for example, children comparing how many cotton bobbins they have got and one child

had one more than the other child.

- A very good range of physical resources ensure that the children's progress in physical development is very good.
- Staff and the committee use a variety of ways to keep parents fully informed about the curriculum, for example, through regular newsletters, notice boards and information leaflets.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for children to fully develop children's independence at snack time.</li></ul>



<b>What has improved since the last inspection?</b>
not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer with confidence and are developing independence, although some opportunities are limited at snack time. They show a strong exploratory impulse and have a positive approach to new experiences. Children are very well behaved, they share and are co-operative at tidy up time. Children sit quietly and maintain attention when appropriate. Three-year-olds initiate interactions with others and talk freely about their home and community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children use talk to connect ideas and anticipate what might happen next. They listen well to others in small groups when the conversation interests them. The children have very good opportunities to link sounds to letters and can name and sound out letters of the alphabet. The children enjoy writing for a variety of purposes for example, in the office. Most three-year-olds can recognise their own name and some can write their own name. They are beginning to use talk in imaginary situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good counting skills and enjoy participating in counting songs and rhymes. Three-year-olds are able to count reliably up to 10 and above. They know the value of 3 and many recognise numerals 1-5. The children are beginning to show an interest in number problems. Three-year-olds use mathematical language during play and say and use number names in familiar contexts for example, role play in the doctors surgery.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn effectively about their environment and the natural world. They investigate living things and learn to identify their features. Children are given opportunities to discuss past and present events in their lives. They are confident in selecting tools and constructing using a range of materials. Children are beginning to learn how to operate simple everyday technology. They are beginning to know about their own cultures and beliefs and those of other people.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children handle tools, objects and construction materials safely and with increasing control. They move with pleasure and confidence and are able to use a very good range of small and large equipment. Children enjoy and are enthusiastic about physical play. Many can balance independently on a beam. The children manage their body to create intended movement for example, riding scooters and tricycles. Some children are beginning to recognise the importance of keeping healthy.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children respond in a variety of ways to what they see, hear, smell, touch and feel. They use props to support basic role play, for example, giving dosage of medicine in the doctor's surgery, they play alongside others engaged in the same theme. Three-year-olds can name and match colours. They enjoy mixing their own paints and explaining what happens when they mix colours. The children join in with favourite songs and are beginning to build up a repertoire of songs.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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 improving the following;
- continue to develop the opportunities for children to develop their independence at snack time.

*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.*