



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305120

DfES Number: 583283

INSPECTION DETAILS

Inspection Date 14/11/2002
Inspector Name Jane Shaw

SETTING DETAILS

Setting Name Huntington Under 5's Playgroup
Setting Address Village Hall
Chester
CH3 6BD

REGISTERED PROVIDER DETAILS

Name . Huntington Under Fives P/G Com

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.

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| Information about the setting |
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The educational provision for three years olds at Huntington playgroup is of good quality overall. Children make generally good progress in all areas of learning with progress towards early learning goals in personal, social and emotional development being particularly strong. The very good progress in knowledge and understanding of the world is due to the imaginative handling of topics which enthuse and delight the children. Teaching is generally good. Staff are gaining confidence in their knowledge of the early years curriculum and are beginning to use this well to link planning more closely to stepping stones. While topic plans clearly indicate learning outcomes and resources for special activities, planning for other daily activities needs further input. Limited use of assessments also impacts on progress for more able children in some areas of language and maths. Children's behaviour is managed extremely well reflecting the positive attitudes of staff and their understanding of children's development. Individuality is respected and a sense of fun prevails. Leadership and management is generally good. The playgroup is led by an experienced playleader supported by a management committee, both of whom share the same aims and vision. Regular staff meetings ensure staff work well together and understand their responsibilities. The informal systems for monitoring and evaluation and failure to make staff development plans, limit some improvements. The partnership with parents is very good. They receive plenty of information about activities in the monthly itinerary and on the daily notice board. Parents contribute to the running of the playgroup through the committee and by helping on the rota. They hear about their children's progress informally on a daily basis and express their appreciation of the way staff listen to them and work with them to meet children's needs.

What is being done well?

The sensitivity of staff, their good humour and very good partnership with parents results in children settling in well, being confident and well behaved. Children are encouraged to express themselves and are developing a high level of verbal communication. The staff engage children enthusiastically in a wide range of first hand experiences through frequent visits into the neighbouring community, well planned topics, and hands on activities.

What needs to be improved?

the plans for how resources and staff are used on a daily basis other than those specified in the topic, to ensure the curriculum is fully covered. the use of assessments to track children's progress and plan for next steps particularly for more able children in maths and language. the systems for staff development, monitoring and self evaluation.

What has improved since the last inspection?

Staff have copies of the curriculum guidance and are using this to help plan more effectively. Written long term and medium term plans, linked in part to the stepping stones, now ensure that there are fewer gaps in covering the curriculum. Additional resources are used to enable children to learn more about their own and other cultures. Written assessments are still not being used regularly to inform planning for next steps, with particular impact on the more able children.

SUMMARY OF JUDGEMENTS

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
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| Judgement: | Very Good |
| <p>Children are making very good progress in all aspects of personal, social, and emotional development. They take great enjoyment in the activities provided for them, have fun with guessing games, and follow their own pursuits with confidence. Children know and understand the rules of the playgroup demonstrating a high level of independence and ability to co-operate with each other. New children settle with ease in the caring, supportive and happy environment.</p> | |

| COMMUNICATION, LANGUAGE AND LITERACY | |
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| Judgement: | Generally Good |
| <p>Children use language for communication well in resolving problems, asking for help, responding to questions and taking part in imaginative play . They use a widening range of vocabulary to describe what they see, such as the 'sticky, runny, syrup' when cooking. Children draw pictures and begin to make marks for words. Some more able children do not learn how words are represented in print or link sounds to letters which limits their progress. They listen to and enjoy stories read from books.</p> | |

| MATHEMATICAL DEVELOPMENT | |
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| Judgement: | Generally Good |
| <p>Progress towards early learning goals is generally good. Some children are able to count up to and beyond ten in every day activities. Children are beginning to make comparisons in relation to shape, size, and quantity in practical situations such as when making crispy cakes. Some more able children are interested in solving the problem of sharing out the cakes. Children have few opportunities to link numbers to numerals and resources to consolidate learning are not used regularly enough.</p> | |

| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
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| Judgement: | Very Good |
| <p>The extensive programme of opportunities to explore and investigate within their close and wider environment ensures that children are making very good progress towards early learning goals. Children observe that the chocolate is melting. They know that milk comes from cows. Children make constructions of their own design and use a remote control toy. Talking about their families and tasting food people eat in different countries helps children appreciate diversity.</p> | |

| PHYSICAL DEVELOPMENT | |
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| Judgement: | Generally Good |
| <p>Children make generally good progress in all areas of physical development and with more frequent practice in creative movement and using small apparatus, this could be very good. Children negotiate their way round obstacles with increasing control. They have a good sense of bodily awareness and healthy practices. Some children handle small objects and tools with advanced levels of dexterity. Children</p> | |

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| use large apparatus to climb and slide and the trampoline with enjoyment. |
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| CREATIVE DEVELOPMENT |
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| Judgement: | Generally Good |
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| Children have the freedom to use their imagination in all areas of their play making good progress in creative development. They make their own worlds with construction sets, and in the home corner. They enjoy watching the colours change on the paper as they paint. Children pull faces when they taste something they do not like and talk about their feelings. Children sing and act out songs, but use instruments, listen to music, and respond with creative movements on a less regular basis. |
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| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |
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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

Key issues: Plan for how resources and staff are used on a daily basis other than those specified in the topic, to ensure the curriculum is fully covered. Use assessments to track children's progress and plan for next steps particularly for more able children in maths and language. Create a system for developing staff, monitoring and evaluation.