



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 139417

DfES Number: 514561

INSPECTION DETAILS

Inspection Date	02/11/2004
Inspector Name	Christine Slaney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Collaton St Mary Playgroup
Setting Address	The Parish Rooms Blagdon Road Paignton Devon TQ3 3YA

REGISTERED PROVIDER DETAILS

Name	The Committee of Collaton St. Mary
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ORGANISATION DETAILS

Name	Collaton St. Mary
Address	Collaton St. Mary Playgroup The Parish Rooms Blagdon Paignton, Devon TQ3 3YA

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

Collation St Mary Playgroup has been open since 1989. It is located in the parish rooms, a two-storey building adjacent to the local school and church. The group has use of the ground floor and the first floor of the building. There is also an enclosed garden area. The group is run by a management committee and is a member of the Pre-school Learning Alliance. The children are from a variety of social and cultural backgrounds and mainly live in Collation St Mary and the surrounding rural area.

The playgroup is registered for 30 children aged two to five years, although children are not admitted until the term before their third birthday. There are currently 55 children on roll aged three to five years. The playgroup is open daily during term time from 09:00 to 15:15. A lunch club session is also available for those children who attend on a sessional basis.

There are 22 funded three-year-olds and 20 funded four-year-olds. There are no children learning English as an additional language. Six children have special educational needs. There are eight members of staff. The manager has an NVQ level 3 childcare and education qualification. Several staff are also working towards NVQ level 2 or 3. The two senior play leaders are due to complete their NVQ level 3 in childcare and education qualification. There is a close working relationship with the local primary school and their reception teacher visits each week to get to know the children. Through the Torbay Early Years Development Partnership, there have been meetings and training courses arranged, with access to two qualified teachers for advice and support purposes.

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

How effective is the nursery education?

Collaton St Mary Playgroup provides acceptable quality nursery education, which enables children to make very good progress towards the early learning goals in most areas. Their progress in mathematics is generally good.

The quality of teaching is generally good. Staff manage children very well and have good relationships with them. Planning is completed as a staff team. Staff plan interesting activities and understand what children learn from them. Overall daily plans are clear and detailed. However they do not enable all staff to feel confident and effective in their teaching, particularly in mathematics. The setting organises the space well both in and out of doors, promoting children's physical skills well. Access to resources enables children to further promote their independence. Staff give children a good level of support and those children with special educational needs are supported well. Staff interact very well with children and are positive role models. They are effective in questioning, which encourages children to think and talk about what they are doing. Staff assess children's learning against the stepping stones and generally use this information to plan what children should do next.

The leadership and management of the nursery are generally good. The management team have been effective in developing a committed staff team who work very well together. Senior staff regularly monitor staff development. They evaluate practice appropriately. However monitoring has not identified gaps in the programme for mathematics. Staff work closely with other professionals to further improve the educational programme; for example, they have very strong links with the local school. The pre-school is effective in developing both informal and formal systems to communicate with parents. These include open evenings. As a consequence, the partnership with parents is very good.

What is being done well?

- Children are well behaved and staff are very good role models. Consequently children are making very good progress in most areas of learning.
- Staff interact effectively with children. They are particularly effective in encouraging children to think and talk about what they are doing. As a consequence children language is developing very well.
- The senior management team and staff are committed to improvement. As a consequence they are developing very good relationships with other professionals, for example, the local school.
- Staff and parents enjoy very good relationships. There are good systems for communicating with parents. For example, the early learning goals are discussed at open evenings.

What needs to be improved?

- planning, to ensure that it supports staff in adapting experiences and activities for individuals or groups of children.
- challenges for more able children in everyday routines to help them use and extend their skills, for example, using mathematical awareness to solve simple problems.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified in the previous inspection. These required the pre-school to develop the afternoon plans to link more effectively with the assessment of progress along the stepping stones. All plans now effectively link to the stepping stones. As a consequence, children are making very good progress in most areas of learning. The pre-school was also required to look at staff's knowledge of phonics. The pre-school works closely with the local school to ensure they are using similar methods. As a consequence, children are making very good progress in communication, language and literacy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are support very well by staff who understand their needs. They are encouraged to be independent and some persevere with various tasks. They select resources for themselves and take care of their own needs well, for example, washing hands. Children behave well and show care for each other; for example, assisting others to join in new activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and enthusiastically talk about what they are doing and past experiences. They listen to stories and enjoy sharing books with each other and familiar adults. The attractive displays ensure children notice clearly labelled displays. Children recognise their names and some are beginning to write correctly with well formed letters. Role-play also encourages opportunities to write for different purposes for example home made hymn books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many opportunities through planned and everyday routines to practise counting; for example, hymn books. They use appropriate language to describe and classify everyday objects like candles. They are also developing an understanding of comparing, for example, the height of candles. However they do not have regular opportunities to extend that knowledge and familiarise themselves with basic calculations such as adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and find out about features through walks in countryside. They are also confident in their exploration and investigation of a variety of resources and different materials. They use ICT effectively to support their learning and talk knowledgeably about the computer. Children also enjoy designing and building making careful models from construction sets. In addition, themed activities introduce them to different cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently around their available space. Regular physical activities help them to develop skills in using a range of small and large equipment such as balls and balancing equipment. As a consequence they are able to balance skilfully along a balance beam. They use a range of tools and materials with increasing control and awareness of safety, for example, cutting different materials like play dough. Therefore children are developing good control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore colour texture and form using a variety of media. Role-play activities are regularly changed and linked to the theme. Consequently children use their imaginations well to pretend to be, for example, singing hymns in church. They thoroughly enjoy singing and some are also very skilled at using Makaton sign language in the singing. Plans show children also have opportunities to enjoy music and make different sounds.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

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: THE KEY ISSUES

- Ensure short term plans include sufficient detail to enable all staff to support and extend all children appropriately particularly in mathematics

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.