



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122572

DfES Number: 520640

### INSPECTION DETAILS

Inspection Date 23/03/2004  
Inspector Name Helen Hudd

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name South Bookham Play School  
Setting Address South Bookham First School  
Oakdene Close, Bookham  
Leatherhead  
Surrey  
KT23 4PT

### REGISTERED PROVIDER DETAILS

Name The Committee of South Bookham Play School

### ORGANISATION DETAILS

Name South Bookham Play School  
Address South Bookham First School  
Oakdene Close, Great Bookham  
Leatherhead  
Surrey  
KT23 4PT

## 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

South Bookham Play School opened in 1992. It operates from a classroom within South Bookham Infant School and has access to an outdoor play area and toilet facilities. Children attend mainly from the local area.

The play school is registered to provide sessional care for 18 children aged from 2 to under 5 years, and accepts children from 2 and a half years old. There are currently 40 children on roll, and this includes 29 who are in receipt of nursery education grant funding. Children attend for a variety of sessions and the setting supports children who have special educational needs.

Opening hours are 09:00 to 12:00 Monday to Friday and 12:15 to 15:00 Tuesday and Thursday during term time only.

Eight part time staff work with the children, of these four have a recognised early years qualification to level three. Ongoing training is accessed via the Early Years Childcare Service (EYCS) and the setting receives support from the Early Learning Advisor (ELA)

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

### How effective is the nursery education?

The provision for nursery education at South Bookham Play School is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan an environment which demonstrates a good understanding of the stepping stones. They provide good support for children in individual and group activities and are clear about the learning intentions for different activities. Staff use information gained by observing children's progress to inform future planning and differentiate activities so that all children are sufficiently challenged, however parts of the development profile focus on the green and grey stepping stones. Staff manage children's behaviour extremely well and use reward stickers to promote good behaviour.

Leadership and management is very good. Staff receive annual appraisals and training needs are identified. Staff meetings are held every half term and all staff contribute to the planning. Supervisors demonstrate a commitment to ongoing improvement by completing Early Years Childcare Service (EYCS) self evaluation documentation, and by ongoing monitoring and evaluation in staff meetings.

Partnership with parents is very good. Parents are well informed about the provision and key workers meet with them on a one to one basis to discuss their child's development profile. Parents receive information about topics along with ideas of how to extend learning into the home. They are invited to share their skills and knowledge with the children. Staff work in partnership with parents to help children who have special educational needs or behavioural difficulties to progress to the best of their ability.

### What is being done well?

- Children are confident and motivated to learn, they work well together and can share and take turns.
- Children have good opportunities to mark make and write for a purpose within general play activities such as role play.
- Children participate enthusiastically in role play, using their imagination to dress up and act out familiar situations.
- Staff manage behaviour extremely well and are good role models for the children.
- The play school is well led and managed and supervisors show a commitment to ongoing improvement of the educational provision.

**What needs to be improved?**

- opportunities for children to design and make in 2 and 3d using their own imagination and creativity.

**What has improved since the last inspection?**

At last inspection the setting was asked to extend current plans to include details of what children are to learn from activities, and to evaluate all aspects of the provision systematically in order to maintain the high standards.

In addition to the detailed plans, staff now produce 'adult focus sheets' which focus on specific learning intentions for different ability groups, the adult role in the activity, children to be targeted, key vocabulary to be introduced and questions to be asked.

Staff complete Early Years Childcare Service (EYCS) self evaluation, and keep written records of the ongoing monitoring and evaluation that they carry out during staff meetings.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and show high levels of concentration. They are able to work independently or in groups, and can share and take turns. They relate well and show concern for one another. Children have good opportunities to develop their self help skills and independence at activities such as snack time. Children's behaviour and self discipline is good and staff provide good role models.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well; they speak confidently to each other and adults support developing language by introducing and re-enforcing new vocabulary. Children have good opportunities to mark make and write for a purpose within general play activities. They can write their own names and this is extended to surnames and other words for the more able children. Children are encouraged to understand the link between sounds and letters during writing activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to 10 and beyond and can name different shapes. They experiment with weight and capacity at activities such as sand and water, however opportunities to explore simple mathematical concepts such as more and less are sometimes missed. Children solve simple problems using mathematics such as calculating how many cups are needed at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use equipment such as keyboards and telephones imaginatively during role play. They explore their senses through a range of materials such as cornflour, water, sand and play dough, but have limited opportunities to create their own designs in 2 and 3d. Children talk about past events such as the trip to the fire station, and learn about features of the natural world by growing flowers and walking in the woods.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely with good control. They have opportunities to balance, climb and jump on the climbing frame and trampoline, and use small equipment such as scissors, glue spreaders and rolling pins confidently. Children develop their health and bodily awareness by feeling their heart beat before and after running races.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children draw and paint to represent images and for recording purposes. They respond to music with movement and play imaginatively, dressing up and acting out familiar situations in role play. Children use materials of different texture to create collage pictures.

**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:*

- provide opportunities for children to develop their design and making skills in 2 and 3d using their own imagination and creativity.

*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.*