



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311345

DfES Number:

INSPECTION DETAILS

Inspection Date 10/12/2002
Inspector Name Sue Pepper

SETTING DETAILS

Setting Name Church House Playgroup
Setting Address Church Lane
West Yorkshire
WF14 9LB

REGISTERED PROVIDER DETAILS

Name Mrs Claire Welch

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.

Information about the setting
Church House Playgroup opened in 1970 and it is held within St Mary's Church Hall. The group hire a playroom with toilet facilities off the entrance hall. The playgroup is opening four days per week. Monday to Thursday, offering sessional care from 9.00 to 12.00 am during term time. The group caters for up to 23 children aged between two and a half to five years. There are currently 23 children on roll. This number includes seven funded three year olds and eight funded four year olds. There are no funded children with special educational needs or any child for whom English is an additional language. In addition there are also three other three year olds and one other four year old attending. Children attend for a variety of sessions. Five members of staff are available to work with the children. The main supervisor has a full child care qualification. All other members of staff are either currently working towards or intend gaining an early years qualification. The group are members of the Pre School Learning Alliance.

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

How effective is the nursery education?

The children are making very good progress towards the early learning goals in personal, social and emotional development. In the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development they make generally good progress. The layout of the room and presentation of resources is of a good standard. Staff provide a good balance of free and adult directed activities. The good quality of teaching has a positive impact upon the children's attitudes and motivation to learn, as staff and children enjoy playing and learning together. However, planning needs to ensure that more able children are sufficiently challenged. Planning and assessment systems continue to be improved and reviewed for effectiveness. An enthusiastic temporary supervisor leads the group effectively and the new staff team are clear regarding their roles and responsibilities. Staff are all eager to develop their knowledge and understanding of the foundation stage through their individual commitment to training programmes. The partnership with parents and carers is generally good and staff show respect and understanding of the role of parent's in their child's learning. They use a variety of ways to keep parents fully informed such as regular verbal exchanges, provision of clear information displayed on the notice board and through providing a regular newsletter. Parent's need to be encouraged to contribute to their own child's assessment records.

What is being done well?

Children are making very good progress towards personal, social and emotional development through a good range of role play situations The layout of the room and presentation of resources ensure children have the opportunity and motivation to enjoy many worthwhile activities Good staff team work and commitment to training ensures the group continues to improve

What needs to be improved?

Opportunities for more able children to practice letter and number sounds and develop writing skills Opportunities for more able children to develop their knowledge ensuring that they are satisfactorily challenged The planning of activities to promote the development of children's fine and gross motor skills Children's opportunities to move to music

What has improved since the last inspection?

Extended self selection opportunities in the construction area Developed range of multi-cultural resources available

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. Children are extremely enthusiastic and eager to take part in activities provided, working well independently or as part of a group. Children respond positively to staff, develop very good social skills and behave well. Children are secure, happy, confident and eager to learn.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy through a range of good role play situations which encourage and motivate children to learn. Children use language well for a variety of purposes. They listen carefully to enthusiastically delivered stories which encourages them to enjoy looking at books. More able children have insufficient opportunities to practise letter sounds and practice writing skills.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's mathematical development is generally good. A range of planned practical activities encourage children to understand about shape and number. Insufficient examples of numbers are displayed to reinforce children's developing awareness and understanding. Every day routines and events need to be used to solve simple mathematical problems which will encourage children to learn and use mathematical language.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
The children's learning in the area of knowledge and understanding of the world is generally good. Children are learning to observe closely through the use of all of their senses. People who work in the community visit the group to effectively support specific topics. Children learn about their own traditions and those of others, fostering positive attitudes towards other cultures and lifestyles. Children's opportunities to explore and investigate how things work are limited.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. Large climbing apparatus is always available for children to explore. However, children have too few opportunities to access a range of one handed tools to develop fine motor skills. Children move confidently with control and agility but they have limited opportunities to enjoy moving imaginatively.	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
<p>Children are making generally good progress in the area of creative development. They are encouraged to explore media and materials through the wide range of opportunities provided at their level. Children learn a variety of techniques for using a wide range of different mediums so that they can express their own ideas or work collaboratively. Opportunities for children to explore sound and express themselves through dance and movement to music are limited.</p>	

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

Plan and provide regular opportunities for more able children to practice using phonic sounds and practice writing skills Display numbers throughout the setting and extend opportunities for children to use mathematical language Provide more opportunities for children to investigate how things work, enabling them to access a wide range of tools to develop techniques to assemble and join materials Plan and provide regular opportunities for children to develop and practice their large physical skills including movement to music Provide more opportunities for children to explore and experiment with sound