



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 254676

DfES Number: 544912

### INSPECTION DETAILS

Inspection Date 19/01/2005  
Inspector Name Anne Walker

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Whizz Kidds Playgroup  
Setting Address Bells Lane Community Centre  
Amesbury Circus  
Nottingham  
Nottinghamshire  
NG8 6DD

### REGISTERED PROVIDER DETAILS

Name Cinder Hill Community Association 1034018

### ORGANISATION DETAILS

Name Cinder Hill Community Association  
Address Cinderhill Community Association  
Bells Lane Community Centre, Amesbury Circus  
Nottingham  
Nottinghamshire  
NG8 6DD

## 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

Whizz Kids Playgroup is a committee run group that opened in 1993. It operates from a large room within the Bells Lane Community Centre in the Cinderhill area of Nottingham. The community centre is situated within a residential estate and the play group mainly serves families from the local area. A maximum of 20 children may attend the playgroup at any one time. The group opens Monday to Friday, during school term time. Sessions include a lunch club, from 11:35 to 13:00, followed by the playgroup from 13:00 to 15:30 hours.

There are currently 15 children aged from 3 to under 5 on roll. Of these 7 receive funding for nursery education. The playgroup employs 3 members of staff, 2 of whom hold appropriate early years qualifications. The setting has support from the Early Years Development and Childcare Partnerships advisory teacher.

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

### How effective is the nursery education?

Whizz Kids Playgroup provides acceptable nursery education, but children's progress towards the early learning goals is limited by some significant weaknesses. The children make generally good progress in personal, social and emotional development, communication language and literacy and mathematics.

The quality of teaching has some significant weaknesses. Staff build good relationships with children and provide an attractive environment where children participate well. Staff are good role models and manage behaviour through positive strategies. The pace of the session allows children time to become involved at activities and practice new skills on a regular basis. Although clear and workable play plans are in place, the staff have limited knowledge of the early learning goals and there are significant gaps in areas of the curriculum. Development records have not been regularly maintained and staff do not yet use them effectively when planning activities, to support children's next steps in learning. Therefore, in some areas there are insufficient challenges for the older children.

Leadership and management has some significant weaknesses. The committee and the manager of the playgroup meet regularly. There is good support to identify and access the resources needed to provide nursery education. However the systems for identifying staff skills and training needs, have been less effectively met. Due to previous staffing issues the manager has not been used to delegating. This means that on occasions her time is not as well managed during the sessions as it could be.

The partnership with parents has significant weaknesses. The staff develop good relationships with parents and exchange information verbally on a daily basis. Clear, parent friendly information has been developed about the Foundation Stage curriculum. However they have not built on this to involve parents in contributing to the development records or be involved in their children's learning.

### What is being done well?

- Staff develop good relationships with children so that they can feel secure, happy and ready to learn.
- Children have good levels of concentration. They listen well during story time and show persistence at activities of their choosing.
- Children form good relationships with each other and are able to share and take turns.
- The children are keen mark makers and are developing good pre-writing skills. Older children are able to form some letters correctly and write familiar words, such as their name.

**What needs to be improved?**

- staff's knowledge of the early learning goals and the stepping stones. The use of observation and assessments to inform planning for children's next steps in learning.
- opportunities for children to regularly access large equipment and activities that promote those aspects of their physical skills
- opportunities for children to express their creative ideas through a range of media including paint, collage, music and dance
- the curriculum for knowledge and understanding of the world so that children: explore and investigate; ask questions about living things and their own environment; and develop an increased awareness of the lives of others
- the partnership with parents with regard to: establishing systems for them to share what they know about their child; regularly seeing and contributing to development records; being more involved in their child's learning
- the use of opportunities that occur in daily routines or spontaneously, to practice and consolidate children's knowledge of number, shape, space and measurement.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing good self care skills, they wash their hands, pour drinks and help tidy away, showing pride in their achievements. They are well behaved, respond well to the good strategies used by the adults and have a clear understanding of the boundaries within the playgroup. Children listen well during group times and are able to share and take turns. They are beginning to learn about their own communities, but have less opportunity to develop an awareness of cultural differences.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Books are treated with care. They enjoy participating in group story time, but also turn to books independently, or with small groups of their friends, where they tell stories to each other. The children are keen mark makers. Older children write for a purpose as they note down telephone messages in their imaginative play. They use language to communicate with their peers. Adults do not pose questions to help children develop language to explain ideas, events or to problem solve.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting and can do so from 1-5 and beyond. Older children readily recognise and can write some numbers 1-5. Children know the names of simple shapes. Older children are beginning to use mathematical language to describe size. For example a child building with large blocks described himself and others against the structure using "smaller than" and "biggest". Older children are not sufficiently challenged to build on their skills to explore simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

The computer is accessed confidently by the children; they use the mouse effectively. Children turn to everyday technology readily in their play, for example making 'telephone calls'. When using construction equipment they join, build and balance. Insufficient planned or spontaneous opportunities exist for children to investigate how things work or explore the natural world. Children do not talk about significant events in their own lives or those of people in their own or wider communities.

## **PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have good fine motor control skills. They use brushes, pencils, fit construction pieces together, manipulate jigsaw pieces into place and thread beads. They are beginning to contribute to their own well-being by washing hands after using the toilet and developing awareness of healthy eating. They do not have regular opportunities to build skills using bikes, balls or large climbing apparatus. Neither do they explore a sense of space, for example, through running and dancing.

## **CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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The children explore media such as paint, dough and construction. They know a range of colours and have an understanding of what happens when colours are mixed. During imaginative play children do not often sustain interest enough to develop their ideas, or play cooperatively. Creative activities are often adult led, so children do not have regular opportunities to explore their own creative ideas. There is little opportunity also for children to develop creativity through dance and music.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Address staff training needs regarding their knowledge of; the early learning goals and stepping stones, and the use of observation and assessment to inform planning for children's next steps in learning
- Develop aspects of the curriculum, for knowledge and understanding of the world, physical and creative development, so that children: explore and investigate the world around them; have opportunities to use large equipment that promotes these areas of their physical development; and are able to express their own creative ideas through media, music and dance
- Develop the partnership with parents with regard to: establishing systems for them to share what they know about their child; regularly seeing and contributing to development records; and being more involved in their child's learning.

*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.*