



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220243

DfES Number: 583357

INSPECTION DETAILS

Inspection Date	09/12/2002
Inspector Name	Brenda Turner

SETTING DETAILS

Setting Name	Kislingbury Playgroup
Setting Address	7 Ashby Court Kislingbury Northamptonshire NN7 4JE

REGISTERED PROVIDER DETAILS

Name	Ms Denise Talbutt
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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
Kislingbury Playgroup first opened in the 1970's and now operates from the village hall. The hall is situated in a cul-de-sac amongst a mixture of private and rented property. The playgroup has the use of two, good sized interlinked rooms with direct access to an enclosed outdoor play area. Children attend from the local village and surrounding rural area. The playgroup is privately run by the supervisor who is responsible for the overall management and day to day running of the group. The group is registered to receive a maximum of 20 children. Currently they have 15 children on the roll, 3 of these are funded three year olds. No children have been identified as having special educational needs or have English as an additional language. Four staff work with the children. The supervisor has a childcare qualification and another member of staff has begun childcare training. The pre school is open each weekday morning between 9.15 and 12.55pm during the local primary schools term times. The Northampton Early Years Partnership offers help and support through the advisory teacher and developmental worker.

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

How effective is the nursery education?

Kislingbury Playgroup offers a generally good nursery education where children enjoy learning through a wide range of activities. The children are generally making good progress towards the early learning goals and are happy, interested and well behaved. Teaching is generally good. The key strength is personal and social development. Staff praise what children do well, building up confidence and self esteem. Children's behaviour is very good. Children are given time to explore the range of activities which are both practical and varied. Staff support children's progress in all areas of their learning. However there is lack of challenge for more able children across the range of activities provided. A planning and assessment system is in place covering the six areas of learning. This however does not show what the children are expected to learn or inform and build on what they already know. Therefore staff are unable to fully assess children's individual achievements. As a consequence the quality of teaching is not always consistent. There are currently no children with special educational needs attending and there is no system in place to provide good support. Leadership and management is generally good. Staff are aware of training and personnel development issues. Support and advice is given by the advisory teacher. Staff have not yet developed their role in evaluating and reviewing the effectiveness of the pre school practice. The partnership with parents and carers is generally good. Parents are informed about the setting. Staff have a good working relationship with parents and carers and are involved in outings, Christmas and Birthday celebrations. However the information to inform parents about the Foundation Stage and the Early Learning Goals is unclear and limited.

What is being done well?

Personal, social and emotional development is fostered well. The children are happy, interested and motivated to learn. Relationships are positive and successfully promote children's confidence and self esteem. Good behaviour is promoted effectively. The atmosphere is calm and purposeful. Staff praise what children do well. Staff make good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings. The children engage in a range of activities which develop hand eye co-ordination.

What needs to be improved?

The level of challenge for more able children across the range of activities. Plans and observations to ensure that all children are building on what they already know and can do. Clear information for parents about the foundation stage of learning and the early learning goals. The staff's understanding of the Special Educational Needs Code of Practice.

What has improved since the last inspection?

The setting has made generally good improvement since the last inspection. One member of staff has attended the Foundation Stage training. On going support and advice has been received from the advisory teacher and other agencies. However staff have not attended Special Educational Needs training. The system for planning and assessment has been developed to relate to the stepping stones. These do not however show what children are expected to learn or inform and build on what children already know. Children listen to stories and join in with songs and are able to choose from the range of books available throughout the session. However limited use is made of books by staff to reinforce a theme. Children are beginning to learn about cultures, beliefs and the needs of others. Parents receive a brochure about the setting. However insufficient information is provided to the parents about the Foundation Stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Provision for personal, social and emotional development is good. The children are happy, interested and motivated to learn. They respond positively to staff, develop good social skills and behave very well. The children work well and independently in small and whole group situations. Relationships are positive and successfully promote children's confidence and self esteem.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in this area is generally good. The children share experiences during group time. They take part in role play situations and use their imagination eg a child using corks in the water tray to make a train. The children enjoy writing and making marks, for example painting a picture. However limited use is made of books for enjoyment or to reinforce a theme. Children recognise letters of the alphabet by shape and sound sometimes.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Provision for mathematics is generally good. The children are encouraged to count and recognise numbers, for example counting the number of corks in the water tray and the number of compare bears. However children's understanding of calculation is less secure, including using the mathematical language connected with addition, subtraction and division eg. dividing the cake portions. Children are beginning to recognise and recreate simple patterns as they match the compare bears.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are generally making good progress in this area. They chat happily to staff, sharing their news and recalling events in their lives. Children show an interest in their community and the wider world due to the staff's knowledge and close links with the local community. Children use their senses as they investigate using tools and materials eg using rakes in sand, threading and construction toys. Children celebrate festivals but gain limited awareness of the cultures of others.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are generally making good progress in physical development. The use of small equipment and tools promotes the children's manipulative skills eg painting and threading. They take part in planned more energetic activities. Children move outside with confident, control and coordination, developing a growing awareness of space and others eg manoeuvring pedal cars around obstacles. Children have limited opportunities to move in a range of ways eg crawling,skipping.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Provision for creative development is generally good. The children are able to participate in a variety of activities using resources to support creative development eg. sponge painting, sticking, sand and water play. Children take part in a variety of role play and small world activities. They have some experience of listening to and moving to music. Children show an interest in what they see, hear touch and feel.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
1.Increase the level of challenge for more able children across the range of activities. 2.Develop plans and observations to ensure that all children are building on what they already know and can do. 3.Provide clear information for parents about the foundation stage of learning 4.Develop staff's understanding of the Special Educational Needs Code of Practice.