



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127056

DfES Number: 523800

INSPECTION DETAILS

Inspection Date 30/03/2004
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Broomhill Playgroup
Setting Address Broomhill Road
Dartford
Kent
DA1 3HT

REGISTERED PROVIDER DETAILS

Name The Committee of Broomhill Playgroup

ORGANISATION DETAILS

Name Broomhill Playgroup
Address Broomhill Road
Dartford
Kent
DA1 3HT

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

Broomhill Playgroup opened in 1970. It operates from a hall with a kitchen, toilet facilities and a large outdoor play area owned by the Scouting Association in a residential area of Dartford. The playgroup serves the local area.

There are currently 45 children from two and a half to five years on roll. This includes eight funded three and nine funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens Monday to Friday, term time only from 09.30 to 12.00.

There are nine part time staff who work with the children. Only one member of staff has an early years qualification to NVQ level 2 or 3. There are four staff currently working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). They are managed by a voluntary committee and are members of the Pre-School Learning Alliance (PLA).

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 Broomhill Playgroup is acceptable and of good quality. Children make very good progress towards the early learning goals in their personal social and emotional, and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan a variety of practical activities, understanding what children learn from them and develop children's confidence effectively. Resources are imaginative and well organised to increase children's choices. Staff develop children's creativity well; they encourage exploration and ask questions, enabling children to receive recognition for their achievements. Group activities for the funded children are presented in an enthusiastic and lively manner, but are not always extended to provide sufficient challenge, particularly in aspects of literacy and mathematics.

Staff observe and make notes of children's learning in each of the six areas. However, their assessments are not sufficiently evaluated against the stepping stones and early learning goals. As a result, they do not provide a secure basis on which to plan the next steps in children's learning. Records of progress are shared with parents who can contribute to these.

The leadership and management of the playgroup is generally good. The supervisor and a committed staff team have a collaborative approach to all aspects of their work and are supported by a voluntary committee. Staff constantly review and informally assess the provision but there is not a rigorous system to monitor and evaluate the quality of teaching.

Partnership with parents and carers is generally good. Parents spend time talking informally to staff about their children and are well informed about the daily sessions. Worksheets are sent home for children to perform tasks like colouring and matching so parents can support their children's learning at home. Parents are encouraged to serve on the committee.

What is being done well?

- Relationships between staff and the children and their parents are good. These help adults develop children's confidence and support all aspects of their learning.
- Children are motivated to learn through activities which are fun, practical and stimulating.
- Children's personal, social and emotional development is excellent. They are independent, able to make choices and contribute their thoughts and ideas with confidence.

- Staff take good spontaneous opportunities to discuss children's interests and events in their lives and this results in positive experiences that build children's confidence.

What needs to be improved?

- the attention given to increasing children's awareness of number, shape, size, comparisons and the use of resources to increase children's understanding of weight, capacity and simple subtraction and addition through practical everyday activities;
- the opportunities children have to build independence skills, especially at snack times;
- the assessment and record system to provide a clearer link with the stepping stones and early learning goals
- evaluation and planning of activities to allow for their extension.

What has improved since the last inspection?

The setting have made progress since the last inspection by:

covering the 6 areas of the curriculum in planning and encouraging children to write their names frequently.

providing good opportunities for children to explore materials in arts and crafts and developing technological skills of sticking and joining these together.

providing good opportunities in Knowledge and Understanding of the World:

to talk about the past, to record observations, to use technological equipment to support their learning, and to question why things happen and how they work.

There are two remaining elements that need continued development to ensure children make good progress: to improve teaching and assessment through familiarity with the early learning goals and stepping stones; to continue developing ways in which to challenge four year olds with consistent opportunities to respond to activities with less distractions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to be independent, they make their own decisions and are familiar with routines. They are independent and co-operative, playing together and using the social opportunities well. Children respond positively when spoken to by staff, who speak politely and calmly to them. Children are given clear information in order to make choices: they are encouraged to think about what is offered and explain what they like to do.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to respond to discussions at circle time and to converse well at snack time when they talk to each other and staff. Children can predict and answer questions to extend their understanding of language and use of vocabulary. They do not consistently use examples of writing for a purpose incorporated into play. Many children are writing their names with recognisable well formed letters and others are sometimes able to "trace" their own names on work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise shapes and they talk about numbers, shapes and sizes but these opportunities are not consistent or regular. Children recognise some numerals and some can count up to 10; they refer to the current topic of eggs and can name a variety of colours. Children are encouraged to use language to compare, to describe and to answer good questions such as "What if we take one away?" but the potential to develop an awareness of mathematical processes is not exploited frequently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Themed displays and an interest table provide children with opportunities to observe and understand the natural world: eggs are displayed with a basket and toy rabbits for the Easter theme. Staff make good opportunities for children to discuss and learn about families, the environment and events in their lives. Children enjoy imaginative play such as the home corner with a picnic table, chairs and tea sets. Action songs encourage children to predict, guess, count and add up.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to use trikes, scooters, parachute, basketball post and balls; children use these well and increase their gross motor skills. Children develop fine motor skills using puzzles and learning to handle scissors, pencils, paintbrushes and stencils with increasing control. They use the outside play area for sports and activities in the summer. Staff are on hand to give support and encourage new skills such as helping children to balance and jump safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are successfully encouraged to have a sense of achievement in craft activities and have and imaginative opportunities for experimentation with a variety of resources. Regular singing, story and music sessions encourage them to have fun and participate. Children draw freely and learn to apply paint in different ways. They enjoy playing together in small groups in the role play area which is imaginatively organised, varied and well supported by staff.

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

- increase children's awareness of number, shape, size, comparisons and the use of resources to increase children's understanding of weight, capacity and simple subtraction and addition through practical everyday activities;
- increase opportunities for children to build independence skills, especially at snack times;
- improve assessments and records to provide a clear link with the stepping stones and early learning goals;
- evaluation and planning of activities to allow for their extension

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.