



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 101714

DfES Number: 524959

INSPECTION DETAILS

Inspection Date 14/02/2003
Inspector Name Miriam Sheila Brown

SETTING DETAILS

Setting Name Amberley Playgroup
Setting Address The Parish Rooms
Glos
GL5 5AA

REGISTERED PROVIDER DETAILS

Name

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

Amberley playgroup is situated in the village of Amberley which is to the south of Stroud. It has been operating since 1972 and serves the local community. The group runs from the parish rooms which consist of two, large rooms beneath the church, with access to a playground and the local countryside. The group share the premises with the village toddler group. The playgroup is open on Monday, Wednesday and Friday from 9.30 a.m. to 12.15 p.m. during school terms. It is registered for a maximum of 24 children aged between two and five years. There are currently 25 children on roll, of whom eight three-year-olds and seven four-year-olds are in receipt of funding. The group support three children with special educational needs and none who use English as an additional language. There are three staff. All hold relevant qualifications in childcare and education. They are supported by a rota parent at each session and on Fridays a further rota parent attends for half a session. The group receives visits from the Early Years Development and Childcare Partnership support worker.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Teaching is generally good and staff have a clear understanding of how children learn. They plan and provide a good variety of activities which capture the children's interest and help them to progress. Support for children with special educational needs is very good. Activities for younger children sometimes lack sufficient challenge. Children enjoy stories but books are not used to locate information to extend activities and children's learning. The management and leadership of the nursery is very good. There is a well-qualified and dedicated staff team whose commitment to continuing improvement is evident. They have met all the key issues from the previous inspection, are supported by a strong committee and work well as a team. The partnership with the parents is very good. Parents give strong support to the group and their children's learning. Staff provide clear, comprehensive and easily accessible information on all aspects of the group to the parents.

What is being done well?

Children are making very good progress in personal, social and emotional development. They are confident, interested and relate well to each other and staff. Children's behaviour is very good. Mathematical development is very good and all children have a good awareness of number and shape which is developed through practical everyday activities. A very good range of physical activities and clear teaching ensure that children's progress in physical development is very good. Staff provide clear and accessible information on all aspects of the group and value parents involvement in their children's learning. The staff team are motivated and committed to continued improvement by take all opportunities for ongoing training to support children's learning.

What needs to be improved?

Children's use of books to locate information to support activities. Staff support for three-year-old children to practise early writing skills. Opportunities for children to choose and experiment with art-and-design materials for themselves.

What has improved since the last inspection?

The group have made very good progress since the last inspection and have met all of the key issues from the last inspection. These included staff knowledge of the behaviour policy and greater awareness of the attention spans of younger children. Planning of a more balanced coverage of the early learning goals taking into account information from assessments and better organisation for the use of large apparatus. All staff now follow the behaviour policy and the children's behaviour is very good. Planning and organisation for the use of large equipment is very good, offering a

balance of safe, structured and free play opportunities. The educational programme covers the full range of early learning goals and activities for four-year-olds are adapted to meet their needs. Activities now take into account the shorter attention spans of younger children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress in personal, social and emotional development. They are learning to share and take turns and show concern for others. Older children assist younger ones at the easel and at tidy-up times. Children's behaviour is very good and staff expectations are clear and consistent. Children participate well in carpet activities and storytimes. They have a good awareness of the community around them and have enjoyed visits to the local library and church.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children are making generally good progress in communication, language and literacy. There are many strengths in this area. Children enjoy games to introduce new words and letter sounds. Most children are able to recognise their names and some can write them clearly. All understand that print has meaning, enjoy books and use them confidently. Books are not used for reference by the children. Younger children are not encouraged to 'have a go' at writing letters and names.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress in mathematics. Staff provide many opportunities for the children to use addition, subtraction and mathematical language throughout each session. Children's shape and colour recognition is developing well and they are able to copy simple patterns and sequences. Children are able to recognise numerals to ten and are able to count beyond. Stories, songs and carpet activities are used well to reinforce mathematical learning.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children are making generally good progress in knowledge and understanding of the world. They make good use of craft and construction activities although these lack challenge for younger children to solve problems for themselves. Children are encouraged to investigate and explore why things happen, through exciting activities. Well-planned topic work helps to introduce the children to different cultures and beliefs increasing their awareness of the world around them.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress in physical development. They move confidently on large equipment, obstacle courses and during outside play. They have a good awareness of themselves in relation to the space they are in. Through well-planned topic work children are learning about themselves physically and are growing in independence in their self-care. Staff offer good opportunities for learning</p>	

about different foods at snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development. They are able to use their imaginations in a variety of exciting role-play areas and during free and adult-led construction activities. Children have a good and varied introduction to music through pre-recorded tapes, songs and musical instruments. They use a wide variety of resources and use their senses to explore media and materials but are not encouraged to experiment with these for themselves.
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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

Ensure children know how to use books to locate information relevant to the activity in progress. Provide more staff support for three-year-old children to practise early writing skills. Create more opportunities for children to choose and experiment with art and design materials for themselves.