



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY233529

DfES Number: 547046

INSPECTION DETAILS

Inspection Date	14/03/2005
Inspector Name	Rachael Mankiewicz

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Croughton Cuddles Playgroup and Pre School
Setting Address	Croughton Village Hall Wheelers Rise Croughton Northamptonshire NN13 5ND

REGISTERED PROVIDER DETAILS

Name	Croughton Cuddles 1021218
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ORGANISATION DETAILS

Name	Croughton Cuddles
Address	1 Wheelers Rise Croughton Brackley Northamptonshire NN13 5ND

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

Croughton Cuddles Playgroup and Pre school has been registered since October 2002.

It operates from the community centre which is situated at one end of the playing field, and is close to the centre of the village. The group serves the local community in Croughton and the surrounding villages. The premises consist of an entrance area, main room, wet play room, kitchen, storage cupboards and toilets. The parish room and pavilion are not used.

There is an enclosed paved area for outdoor activities, and the adjacent playground is also used.

The group is managed by a committee and has five members of staff working with the children. Two of the staff have Level 3 qualifications in early years care. There are currently 23 children on roll, including 21 children who receive funding for their nursery education. The group is able to support children with special educational needs and children who speak English as an additional language.

The pre-school is open each Monday, Tuesday, Wednesday and Thursday during term time, from 9:15 to 12:15 The setting receives support from a teacher from Northamptonshire Early Years Development and Child Care Partnership, and is a member 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?

Croughton Cuddles Playgroup and Preschool provides nursery education of a good quality overall which enables children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development and the areas of physical, mathematics and creative development is very good.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage, which can be seen through the full range of activities and resources to help children learn through play. Staff contribute to planning, teaching and assessment. Observation and assessment are used effectively to identify children's future learning needs and inform planning. Some planning lacks detail but activities are evaluated to ensure all aspects of the curriculum are covered. However, the opportunities for children to experience technology and to practice letter/sounds as they play are not currently promoted in depth. Staff are able to question children to extend their vocabulary and knowledge, and help them make choices. Their interaction with children is good. Staff act as good role models, and are rewarded with children respectful of friends and adults. They have knowledge and experience of special educational needs and of English as the child's second language, and are able to support the needs of individual children.

The leadership and management of the group is generally good. The committee has begun to evaluate practice, developed appraisal systems, and encourages staff to undertake training. Staff show a strong commitment to the improvement of the education. They review practices, have highlighted weaknesses and taken advice.

The partnership with parents is very good. Parents are informed about the progress of the children, influence assessment and planning of children's next steps, and receive information to extend their child's learning at home. They are involved in management and a beneficial helper rota.

What is being done well?

- The area of personal, social and emotional development is an area of very good progress. Children talk confidently to each other, to staff and to other adults. They listen and interact in large and small groups, and express their feelings and experiences well.
- Staff:child ratios are good, which enable the individual needs of children to be supported. Parents and staff work in close partnership to benefit all children.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities. They are developing good spatial awareness as they move independently around the room or play as a large group. Opportunities for developing hand/eye co-ordination are varied and

interesting.

- Staff interact well with children, extending individual learning through appropriate and thoughtful questioning. Children's natural enthusiasm is fostered well through many of the activities, both during free-play and adult-directed activities.

What needs to be improved?

- planning, by continuing to develop planning for all daily activities on offer to children, to show intentions and outcomes as seen in planning for adult-led activities
- children's knowledge of information and communication technology and opportunities to experience how machines work
- the recognition of letters and sounds in everyday situations and planned activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show confidence and independence as they move between self-chosen activities. Most children show perseverance, when making their Easter card and doing jigsaws. They are aware of routines and rules, and they behave well. Children show care and concern others asking about the missing sick children. The interaction between children and adults is very good. They develop an awareness of other cultures through an interest in festivals and the lives of other people.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently and take turns in conversations. They listen to each other and to staff, respond to instructions, and convey what they are doing and how they feel. Children understand that written words convey messages, enjoy listening to stories and looking at books. Most children recognise the initial letters and sounds in their names, although they do not often hear the sounds as they play. They enjoy free-drawing, and more able children can write their names successfully.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count up to 10 well and often in everyday situations. More able children are beginning to solve simple problems such as the number of chairs they need. They compare different numbers of objects, and attempt simple subtraction as they talk about more and less, and play mathematical games. Children are developing their knowledge of different shapes by comparing objects in their environment. They are beginning to understand about patterns and sequence when using threading laces.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore different materials in crafts, with different foods and with construction toys, and they investigate how changes occur. However, children have few opportunities to experience technology and to find out how things work. Children successfully talk about events in their own lives and show some awareness of time and space, including an awareness of the local community. They have begun to learn about other people, their roles and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children handle a range of materials, tools and small equipment, and their manipulative skills are good. They confidently move around the room, showing awareness of the other children and equipment. Children develop their larger muscles through using challenging apparatus outside and good space indoors, which includes impromptu team games. Older children show an awareness of their own physical needs through good hygiene practice, a topic on their bodies and exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy taking part in role-play, and work imaginatively with a good selection of small-world resources. They experience a range of sensory experiences, such as food tasting and wet and dry sand, and are able to express themselves through the materials. A variety of creative activities take place, with children using different craft and collage materials and learning a range of useful techniques. Children explore sound with singing, a variety of music and instruments.

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

- continue to develop planning of all daily activities on offer showing planned intentions
- develop the planning and use of resources to increase children's knowledge of information and communication technology and to allow them to experience how machines work
- create further opportunities for the recognition of letters and sounds in everyday situations and in planned activities.

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.