



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218135

DfES Number: 519011

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Permjit Tanda

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Dunston Pre- School Playgroup
Setting Address	Dunston Village Hall School Lane Dunston Staffordshire ST18 9AG

REGISTERED PROVIDER DETAILS

Name	The Committee of Dunston Playgroup
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ORGANISATION DETAILS

Name	Dunston Playgroup
Address	Dunston Village Hall School Lane Dunston Staffordshire ST18 9AG

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

Dunston Pre-school Playgroup opened in 1976. It operates from the village hall in Dunston, Staffordshire. Facilities include use of the hall and one room. There are local shops, a park and school within walking distance. The group serves the local and surrounding areas.

There are currently 12 children from 2 to 5 years on roll. This includes seven funded three-year-olds and two funded four-year-olds. Children attend a variety of sessions. Currently, there are no children attending with special needs or who speak English as an additional language.

The group opens five days a week term time only. Sessions last from 09.00 to 12.00.

Two staff work directly with the children of whom both hold a recognised Early Years Qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

The provision of nursery education at Dunston Pre-school Playgroup has significant weaknesses. Children make generally good progress in knowledge and understanding of the world, physical and creative development.

Teaching has some significant weaknesses. Staff do not have a secure knowledge of the foundation stage and how to help children make progress in all six areas. Staff undertake planning but it is insufficiently detailed and does not clearly identify the learning intention for children. Staff provide a suitable range of resources for most areas of learning but, due to the lack of planning, learning is not always extended. Staff do not plan for the more able children within the group and therefore children do not always show an interest in their play or learning, and are not sufficiently challenged. Staff use positive strategies and help children understand behaviour expectations. Assessments of the children's learning are systematic and clearly link to the stepping stones but staff do not use them to help plan for the children's individual learning needs. There is a satisfactory support system in place to help support children with special needs and children who speak English as an additional language.

Leadership and management have significant weaknesses. An effective system to monitor and evaluate the provision of nursery education is not in place. The leader works with an Early Years adviser on a regular basis to improve the education within the setting, however it has had little impact on the quality of the education.

The partnership with parents is generally good. Parents are well informed about the group ethos and the curriculum. Children's progress is shared informally.

What is being done well?

- Staff provide daily opportunities for children to use a wide range of materials to express and communicate their ideas. Different techniques are experienced in producing their creative work such as free painting, hand, string, sponge and bubble painting. Children learn about colour and texture through a range of malleable materials and play dough is regularly available.
- There is a planned physical activity session held indoors daily. Staff set out the large hall with a good selection of large and small apparatus. They encourage children to participate and extend their co-ordination, control and awareness of safety.
- Staff provide a range of opportunities for children to explore the natural world including the use of shells, birds nests, leaves and twigs for children to investigate. Staff encourage them to observe similarities and differences through practical activities.

What needs to be improved?

- the staff's knowledge and understanding of the foundation stage to ensure staff have a clear understanding of how to help children make good progress towards the early learning goals in all six areas of learning
- the overall planning to ensure it is effective in all six areas of learning and to ensure activities have a clear learning intention
- the use of the children's developmental assessments to help staff plan for the next steps of learning and further extend the children's learning in all areas
- the systems in place to monitor and evaluate the provision for nursery education.

What has improved since the last inspection?

Poor progress has been made since the previous inspection. The playgroup was required to make improvements in planning, assessment systems and communication, language and literacy.

Long, medium and short term plans are now available, however although staff now complete written plans, they are insufficiently detailed and weekly plans of activities do not have a clear learning intention and therefore all areas of learning are not covered sufficiently.

The record and assessment system has been developed and the developmental assessments used clearly link to the stepping-stones and early learning goals. However, staff do not use the information gained to help them plan for the children's next stages of learning and therefore children's learning is not always extended.

Poor progress has been made in the area of the children's reading and writing skills. Children have few opportunities to use writing skills to communicate their own messages through role-play or as part of other activities. Opportunities to associate sounds with patterns in rhymes, with syllables and to recognise familiar words have not been developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children show a sense of belonging and adapt well to changes. They show concern for others and express their feelings appropriately. Children show sensitivity for each other. Children show an interest in activities and respond to new experiences with curiosity, however they show poor levels of concentration. Due to the poor organisation of some groups and activities children quickly become disinterested and distracted and are not always extending their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Older children learn to write their names but show little interest in using writing during play or linking sounds to letters of the alphabet. Children are not always increasing their vocabulary due to the lack of adult direction and meaningful interaction. Children respond well to stories but are not extending their thinking due to the lack of challenge and questioning.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children show an interest in counting during activities and number rhymes. Most children do not use number names spontaneously during play. Children show little interest in number problems and do not show an awareness of number comparison and calculation. Children learn about shape and size but use little language to describe and compare size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show interest in exploring living things and natural objects to find out more about them. Children have few opportunities to use information technology to support their learning. They independently build and construct with a range of materials to create their own models. They are beginning to recall past events but show limited awareness and understanding of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop good awareness of space and move confidently and safely. They use a range of large and small equipment with increased skill and confidence. Children enjoy dancing to music. Some children show an awareness of healthy eating but do not recognise the effects of exercise on their bodies. Children independently use tools and demonstrate increased skills in the construction of models.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Some children easily differentiate between colours and are beginning to explore texture and shape. They respond in a variety of ways to what they see, hear and touch and communicate their own ideas through a good range of art materials. Children use their imagination during role-play but do not always show good levels of involvement. Children show an interest in music but do not express their feelings and ideas through music and movement. Children enjoy using percussion instruments.	
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 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

- Increase the staff's knowledge of the foundation stage and how to help children make progress towards the early learning goals in all areas of learning.
- Ensure written plans clearly identify the learning intention for activities and ensure all six areas of learning are covered effectively.
- Further develop the use of assessments to ensure the information gained is used to help staff plan for the children's next steps of learning.
- Ensure the system in place to monitor and evaluate the provision for nursery education is effective.

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.