



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119989

DfES Number: 519184

### INSPECTION DETAILS

Inspection Date	01/03/2004
Inspector Name	Joanne Aram

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chilworth Community Playgroup
Setting Address	The Village Hall New Road, Chilworth Guildford Surrey GU4 8LX

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Chilworth Community Playgroup
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### ORGANISATION DETAILS

Name	The Committee of Chilworth Community Playgroup
Address	The Village Hall New Road, Chilworth Guildford Surrey GU4 8LX

## 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

Chilworth Community Playgroup is committee run. It opened in 1976 and has been managed by the current manager since 1988. The playgroup operates from The Village Hall, Chilworth. The playgroup is registered to provide 24 places for children aged 2-5 years. There are 24 children aged 3 and 4 years old that are in receipt of nursery education funding.

The playgroup is open four days each week, school term time, from 09:30 am 12:00 pm. The playgroup serves the local areas.

Four staff works with the children. Most have early years qualification and experience with staff training ongoing. Most staff have training in first aid. The outdoor area is used daily.

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

### How effective is the nursery education?

Provision for nursery education at Chilworth Playgroup is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

Quality of teaching is generally good. Well trained staff support children's learning with appropriate questions and suggested strategies. Children are praised for effort and success. They access a well-planned range of activities based on the early learning goals. Children do not use their writing to show an awareness of the purposes of writing or recognise and repeat mathematical patterns and sequences. Plans show extra activities for more able children. Termly assessments of children's progress are recorded in profiles linked to those used by the local school. Children's next steps for learning are identifiable from these but are not used in planning, therefore systems to support the learning for children with special education needs or who have English as an additional language is limited. There is no provision in the portfolios for parent's contributions. There is a good mix of child-initiated and adult-directed activities but some activities do not receive sufficient adult support to help children succeed.

Leadership and management is generally good. A parent committee is responsible for administration. The daily running of sessions is the responsibility of the supervisor. Her leadership is very effective. Staff are deployed as needed and detailed in plans. Staff evaluate sessions and at weekly meetings monitor and plan the provision. Staff training needs are identified informally. They attend regular training. Appraisal system is in place.

Partnership with parents has significant weaknesses. Parents receive useful information about the setting and activities. There is a parent committee, all parents are members and all are invited to help on rotas. Some parents do not feel they can share information about their children's progress at informal opportunities currently offered.

### What is being done well?

- Children are keen to join in activities and concentrate and persevere to complete cutting out shapes carefully, writing letters correctly and counting and colouring in correct numbers of items.
- Children have independence in personal care, taking dressing up clothes on and off and can choose their own activities and the resources they need, like correctly named envelopes in which to put shapes.
- Children are able to recognise initial letters and their sounds, using the letter table, their names and the names of some familiar objects, using flash cards

to label items around the room.

- Children can recognise all common mathematical shapes and construct mosaics with them.
- Children use a computer with appropriate learning programmes to support their learning in all areas
- Children move confidently and safely under and over the climbing frame and imaginatively to music with good control.
- Children have very good manual dexterity and can handle a wide range of tools and materials successfully. They pour sand from container to container, mould playdough and cut out shapes carefully.
- Children respond well to music especially with imaginative movement, growing like flowers.

#### **What needs to be improved?**

- the effective use of regular observation and parental contributions to assessment to influence efficient future planning for individual needs;
- the raising of children's awareness to a wide range of purposes for which writing can be used;
- the provision of supported activities for children to recognise and repeat mathematical patterns and sequence;
- to develop a system for the sharing of information about children's progress in learning which is acceptable to all parents.

#### **What has improved since the last inspection?**

Improvement since the last inspection is generally good.

As a result of the last inspection there were four areas in which the setting was required to improve. It was to enhance the programme for personal development by providing more opportunities for children to respond to different cultures and religious events which reflect culture diversity. It was to enhance the provision for mathematics by providing better opportunities for children to recognise and recreate mathematical patterns. It was to enhance the provision for knowledge and understanding of the world by developing the opportunities for children to make appropriate use of technology using their existing resources. Finally it was to enhance the programme for creative development by providing children with more opportunities to use their imaginations through music.

Since the last inspection children are now learning about other people's cultures through an interest table with appropriate pictures books and artefacts which children look at with interest and reminisce about their investigations of Dwali and Chinese New Year and the customs and food of the Chinese.

Children are now competently using a computer with appropriate learning programmes and the support of parent volunteers.

Children now respond imaginatively to music in music and movement sessions to taped music.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and well motivated learners. They are eager to join in activities and persevere to complete them, like the careful cutting out of shapes. Most take turns, share resources, such as balls and co-operate with peers and adults. Behaviour is generally good. Children have personal independence, putting on their own aprons and can choose activities and appropriate resources. They are aware of their own and other's cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen carefully and contribute to discussions relating their experiences, as in the home corner, with excitement. Children recognise most letters, know their sounds and that Monday and March have the same initial. They recognise their names and those for some familiar objects and label them. Children listen to stories with enjoyment and add to them. Children write their names and form some other letters correctly. They are not aware of the many purposes for which writing is used.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children recognise and can write numbers and count to ten - some to 20, as in head count. They can compare two numbers and are familiar with ideas of more and less. They can add and take away small numbers in practical activities. They can sort little trains and planes into coloured plates by type and colour. They recognise and name all common shapes and use them to form mosaics. As yet they are not able to independently recognise and recreate patterns and sequences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children can recognise changes from their observations of the weather and seasons. They are able to build models like the Chinese Dragon. They successfully use a computer with appropriate programmes to support their learning. They show a good sense of time when referring to their past experiences, like a trip to the coast. They are aware of their environment from outings and visitors and are especially usefully familiar with the village school. They are developing cultural awareness.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children climb, balance and travel around with confidence, control and safety on a climbing frame and often imaginatively especially to music and into the quiet room like butterflies and dogs. They are aware of the changes which exercise brings about to their bodies. They use large and small equipment competently and are able to catch. They have developed their manual dexterity to the extent that they can use a wide range of materials and tools like scissors and woodwork tools adeptly.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are able to mix paints to find the colour they need and produce imaginative art work using a variety of materials and techniques both individually and in group situations. Children respond to music with most imaginative movement, growing like flowers. They act out interesting imaginative Home Corner and small world scenarios, like a railway and works yard. Children respond appropriately and excitedly and often with humour to what they see, like the frost, hear, feel, taste and smell.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### 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

- develop a more formal system to ensure the exchange of information about their children's progress and learning with parents, which is acceptable to all parents;
- provide supported opportunities for children to learn to recognise and recreate patterns and sequences;
- extend children's learning about the possible purposes for writing;
- record informal observations of children's learning and progress on a more regular basis to identify their individual learning needs and plan for their next steps with differentiation to support less able and extend more able children.

*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.*