



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113626

DfES Number: 567467

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Paddington Playgroup Stage One
Setting Address c/o Escots Primary School
Bourg de Peage Avenue
East Grinstead
West Sussex
RH19 3TY

REGISTERED PROVIDER DETAILS

Name Mrs Jill Budgen

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

Paddington Playgroup Stage One has been registered since 2001. It is the sister group of Paddington Pre-School Stage Two and is specifically for children aged two to three years. Both groups are owned and managed by the provider.

Paddington Playgroup Stage One operates from within Escots Primary School, East Grinstead and is open from Monday to Friday, from 08:45 until 11.45, term time only. It is registered for 20 children and serves the local area. The playgroup has access to a purpose-designed playroom with toilets and hand washing facilities. An enclosed outside play area provides opportunities for outdoor play and activities.

There are currently 41 children, aged from 2 to 3 years, on roll. This includes 8 children who receive funding for nursery education. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

A team of seven staff work with the children. Of these, three hold a recognised early years qualification. Three further staff are currently undertaking early years training. All staff have access to additional training such as first aid, health and safety and child protection.

The group receives support from West Sussex 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 for nursery education at Paddington Playgroup Stage One is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in Personal, Social and Emotional development; Knowledge and Understanding of the World, Physical and Creative development. Their progress in Communication, Language and Literacy and Mathematics is generally good.

The quality of teaching is generally good. Staff form close relationships with children and know them well. Staff offer a very calm, relaxed and homely environment, enabling young children to be introduced to pre-school routine and gain the skills to develop confidence and independence. Strong emphasis is given to developing children's social skills and this is a strength of the provision. Staff work very well together as a supportive team. They have a good understanding of the Foundation Stage curriculum and are skilled at adapting teaching methods to cater for children's differing abilities. Detailed curriculum plans are in place, although the weekly plans do not clearly reflect the organisation of activities and the rotation of resources to cover the six areas of learning. Children with special educational needs are supported well, although there is no formal programme in place for supporting children who speak English as an additional language.

The leadership and management are very good. The provider works at the setting on a daily basis and leads a dedicated and supportive team. Staff development is seen as a high priority and regular staff appraisals identify training needs and review practice issues. All staff demonstrate a commitment to making on-going improvements.

The partnership with parents is very good. Effective strategies are in place to ensure parents are made fully aware of playgroup topics and themes. The weekly activity books inform parents of playgroup activities and enable parents to become involved in their children's learning.

What is being done well?

- The provision for children's personal, social and emotional development is very good. Children attend the playgroup before moving on to the more formal setting of the sister group - Paddington Pre-School Stage Two. To assist the children's transition to the pre-school, staff are skilled in encouraging children to develop confidence, self-esteem and independence. Children behave well and clearly understand staff's expectations and acceptable boundaries.
- There are good opportunities for children to discover how things work, explore and investigate. Children enjoy regular nature activities, such as planting seeds and looking for sticks to make collage with. Cookery activities

enable children to observe change, such as comparing raw ingredients with cooked ingredients.

- Children have access to a good selection of creative activities. They use a range of media and are able to express themselves using a variety of media. Children enjoy a good selection of sensory play activities.
- The staff team show dedication and commitment to providing high standards of care and education. Unqualified staff are currently undertaking early years training and further training is available to all staff to ensure knowledge and skills are regularly updated.
- Staff utilise all opportunities to ensure parents are fully involved in their children's learning. Good lines of communication are in place and parents discuss their children's progress and achievements on a regular basis. Child profile forms are completed, to enable parents to share with staff their personal knowledge of their children's progress.

What needs to be improved?

- the presentation of books and the organisation of a book corner
- the visual evidence of numbers on display to extend children's understanding of number recognition
- the format of short term/weekly curriculum planning to identify all elements of the Foundation Stage curriculum and reflect focus activities
- the support programme for children who speak English as an additional language

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident and interested to learn. They show care and consideration for others and behave well, clearly understanding acceptable boundaries. Children enjoy positive relationships with one another and co-operate well. They recognise the importance of sharing and turn taking and negotiate in their play. Children have high self-esteem and are proud of their achievements. Good opportunities are in place for children to develop independence within the daily routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are good communicators and use language effectively to convey their needs and engage in conversation. They enjoy stories and look at books, particularly home-made books which feature photographs of themselves, although the current storage format for books does not encourage children to see books easily in a well-presented format. Good provision is made for children to practice mark making and children are encouraged to use writing for a number of purposes, including in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to a range of mathematical concepts through practical activities, such as making triangular sandwiches. They sort by colour and size and recognise simple shapes. Children are beginning to understand the concepts of adding on and taking away as they sing number rhymes, although there are missed opportunities for children to reinforce their understanding of value, for example, by counting on fingers. There is limited evidence of numbers above 4 on display.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing an understanding of the wider world as they celebrate different cultures and customs. They make regular observations and comparisons and are developing an understanding of how things work. They show skill in using 'cause and effect' resources and understand how torches and telephones work. Children enjoy regular nature activities, such as planting seeds and observing seasonal change.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of equipment with increasing skill and control. They are aware of space and negotiate obstacles well. Children enjoy regular music and movement sessions and move in a variety of ways. Children are developing an understanding of the importance of keeping healthy and recognising change in their bodies. Children show good co-ordination, move confidently and have good dexterity and fine motor skills. They use scissors, threading resources and writing materials competently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children learn about sound, rhythm and rhyme through regular musical sessions, action songs and dance. Children have opportunities to express their feelings through imaginative play, including access to a well-designed role-play area and dressing-up resources. Art and craft activities are freely available and children use a wide range of media. A good range of sensory experiences enable children to explore texture as they use materials such as sand, icing sugar, water, dough and marzipan.

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

- develop the current format for short term curriculum planning to ensure that all elements of the Foundation Stage are recorded and that focus activities are clearly identified
- improve the visual evidence of numbers on display for children and extend the opportunities for children to develop their skills in number recognition
- review the presentation of books, to enable children to see books displayed in a more visual format.

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.