



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 199434

DfES Number: 540035

INSPECTION DETAILS

Inspection Date	25/02/2005
Inspector Name	Beryl Baggs

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Guthrie Playgroup
Setting Address	Pratten Hunt, Dunstan School William Street Calne Wiltshire SN11 9BD

REGISTERED PROVIDER DETAILS

Name	Guthrie Playgroup 1016371
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ORGANISATION DETAILS

Name	Guthrie Playgroup
Address	Pratten Hut Guthrie School, William Street, Calne Wiltshire SN11 9BD

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

Guthrie Playgroup is owned by a committee of parents. It opened in 1972 and operates from a mobile classroom in the grounds of St Dunstan Primary School, Calne. It serves the town and rural area.

Children use the main playroom and have supervised access to toilets in the main school building. Children use the playground and adjacent grassy area for outside play. They also use the school hall for physical play.

The playgroup is open from 09:00 to 12:00 Monday to Friday in term time only.

The playgroup is registered to care for up to 20 children from two years to under-five years. There are 13 children on roll of whom five three-year-olds and one four-year-old receive nursery education grant. One child has special educational needs and no children use English as an additional language.

The parent committee employs three staff of whom two are working towards a childcare qualification. The playgroup is supported by 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?

Guthrie Playgroup is of good quality and children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff understand how children learn through play and identify the early learning goals in activity plans. They develop interesting topics. Staff ask open questions and model good behaviour. They display and value children's work. Children with special needs are well supported. Good behaviour is encouraged, but sometimes a limited choice of activities leads to children becoming uninvolved and behaviour is then less good. Some areas of the play space are overcrowded, limiting children's play in the role-play and painting areas. The book corner is not well used. Although staff keep good observations of children's achievements, these are not regularly transferred to assessments and not always dated. They do use them to plan for children's future learning.

Leadership and management is generally good. The staff team work well together, sharing ideas and observations about the children. They rightly value this team work, the good rapport with the children and the interesting topics children enjoy. Staff use ideas from training to improve education for children. The playleader spends time observing children but does not develop an overall monitoring of the playgroup, missing the weaknesses identified in this report.

Partnership with parents is generally good. The brochure, newsletters and displays have general information about the playgroup, but do not refer to the Foundation Stage or what children learn through play. Parents share information about their child initially and on a daily basis thereafter. They have annual meetings to see the Foundation Stage records and learn of their children's achievements. Parents do not have information about how they can extend their children's learning at home.

What is being done well?

- Children separate from parents with assurance. They join in activities with confidence, choosing what to play with and often selecting additional resources.
- Children enjoy physical play each day. They pedal, run, jump and balance with growing skill. They have occasional visits to a local indoor soft play centre to swing and climb with delight.
- The staff have a strong commitment to children with special needs ensuring that each child has individual support and access to all play activities.
- The staff record their observations of children's achievements on an everyday basis. They use their understanding of children's stage of development to plan further activities.

What needs to be improved?
<ul style="list-style-type: none">● the use of the play space to ensure there is sufficient room for children to have fuller access to activities, especially role-play, writing and mark-making, painting and books● the staff's use of everyday opportunities to help children link sounds to letters, compare numbers and learn about one more and one less● the information for parents about the curriculum, what children learn through the topics and the everyday play activities; ideas for parents to extend their children's learning at home.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate confidently from parents and come straight in to play. They sit and listen to stories and concentrate when involved in play. They are confident about their skills, assuring staff that 'I'll do it', but ask for help when required. They play together and understand about taking turns. They generally behave well and understand what is expected of them. They choose their activities and pour their own drinks at snack time. From displays they remember how other people live.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk well to each other, enjoy stories and use descriptive words to explain what they touch or what they are doing. They recognise their names on table mats and tags to show when they are in the playroom. They understand that the writing on recipe cards carries meaning. They have limited opportunities to begin learning to link sounds to letters. Children do not make good use of the book area. They do not have an identified area to use the writing materials available to them.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count each other at registration, learning one-to-one correspondence. They play games placing dots on ladybirds according to the numeral. They complete jigsaws matching shape and colour. They recognise big and little. They identify shapes such as triangle, circle and square in the world around them. They have limited opportunities to compare numbers and to begin calculating one more and one less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore water, pouring, floating and sinking. They watch soft dough become crunchy biscuits. They build towers with Duplo and dens with large boxes and canisters. They learn how they and plants grow, how seasons change and about the life cycle of butterflies. They talk about where they live and people who help us. They celebrate Christmas and learn how other people celebrate at Chinese New Year and Divali. They do not always have access to everyday technology in their play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy large physical play each day. They run, jump, balance, push and pull with confidence. They enjoy visits to an indoor soft play area to swing and climb. They negotiate the play space well and sit confidently at table. They use carpet squares to sit well-spaced at group time. They understand what they need to grow and feel their hearts beat faster after exercise. They use chopsticks, scissors, spatulas, knives and forks with growing skill. They move benches safely at tidy-up time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children mix paint, enjoying the effect with hands, brushes and bubbles. They build rockets with junk and enjoy collage work with glue. They enjoy singing, listen to music from other countries and dance with streamers. They create imaginary situations in role-play and small world toys such as the farm. They express their feelings in words and gestures. The restricted space for role-play and painting limits their chance to use their imaginations.

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

- review the use of the play space to ensure there is sufficient room for children to have fuller access to activities, especially role-play, writing and mark-making, painting and books
- ensure staff use everyday opportunities to help children link sounds to letters, compare numbers and learn about one more and one less
- provide information for parents about the curriculum, what children learn through the topics and the everyday play activities; include ideas for parents to extend their children's learning at home.

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.