



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220082

DfES Number: 518538

INSPECTION DETAILS

Inspection Date 03/03/2003
Inspector Name Rachael Ann Mankiewicz

SETTING DETAILS

Setting Name Sunnyside Pre- School Playgroup
Setting Address Reynard Way
Northampton
Northamptonshire
NN2 8QS

REGISTERED PROVIDER DETAILS

Name Mrs Rosemary Reid

ORGANISATION DETAILS

Name
Address

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

Sunnyside Pre-School Playgroup registered on this present site two and a half years ago, having operated in the area for over 20 years in other premises. They own the double portacabin situated in the school grounds and serve a mixed community in the village of Kingsthorpe. The premises are self contained and there is a safely enclosed play area. The playgroup is registered to provide 26 places for children aged between two and a half and five years. There are currently sixty six children on roll. This includes twenty seven funded 3 year olds and ten funded 4 year olds. Children attend a variety of sessions each week from 1 to 5. Provision is made for children who are identified as having a special need and for children who attend who have English as a second language. The playgroup opens five days a week during term time. Sessions last from 9.00am to 11.55am. and 1.00pm to 3.25 pm. One supervisor, 2 deputy supervisors and 3 members of staff work alongside the children. Three members of staff hold child care qualifications, two are currently undergoing assessment. All staff have relevant experience. The playgroup has attained Pre School Learning Alliance Accreditation. The group receives support from the Early Years Childcare and Development Partnership and other agencies.

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

How effective is the nursery education?

Sunnyside Pre-School Playgroup offers a generally good nursery education where children enjoy learning through a range of varied, interesting activities. Effective teaching helps children make generally good progress towards the early learning goals in all six areas. Children make very good progress in personal, social and emotional development and physical development. The quality of teaching is generally good. Staff have a good knowledge of the foundation stage, enabling them to plan an interesting range of topics and activities. Effective use is made of the resources enabling staff to support children's progress in all areas of learning. Staff are consistent in their expectations of good behaviour. Staff praise what children do well, building up their confidence and self-esteem. The atmosphere is happy and relaxed. Staff allow children time to practice, refine and develop new skills, and support children's learning as required. Planning is continuing to be developed. An assessment system is in place but does not show how children move on to the next stage of their learning. Assessments are not used to inform future planning. An effective system is in place to provide support for children who are identified as having special educational needs or who have English as a second language. Leadership and management is generally good. The staff have a good knowledge of early years practice. They work well together, are motivated and enthusiastic and are committed to on-going training and development. Staff meetings take place but staff do not effectively monitor and evaluate the effectiveness of the provision. The partnership with parents and carers is generally good. Parents are well informed about the play group and the curriculum, and are encouraged to take part in their children's learning. Staff talk to parents through informal conversations. Time is not set aside to ensure that all parents are well informed about their child's progress.

What is being done well?

The children show an interest in the range of activities provided. The children are happy and friendly and relate well to each other and to other adults. Good use is made of the available accommodation and resources to promote children's learning. Staff are committed to the care and education of the children. Staff manage and guide the children's behaviour in a positive way. Staff praise what children do well. This has a positive effect on their confidence and self-esteem. Children respond with enjoyment to songs. Children show an interest in numbers and counting. Children count reliably to ten. Staff plan a range of topics and activities to extend children's understanding of the wider world, including exploration using a variety of materials. Children engage in a range of activities that develop hand/eye co-ordination. Parents receive a good range of information about the setting.

What needs to be improved?

Consistent opportunities for children to link letters to sounds. Strategies to maintain

children's attention during group story time. Opportunities for children to use calculation across the range of activities. Regular opportunities for children to gain a greater awareness of the cultures and beliefs of others though the celebrate of festivals. Opportunities for children to move to different types of music. Assessment sheets to show how children move onto the next stage of their learning. The use of assessment sheets to inform future planning. Opportunities for parents to contribute to the assessment process and to have regular opportunities to discuss their child's progress. The effectiveness of the setting to monitor and evaluate the provision for nursery education.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. The planning has been developed to ensure that all criteria in each area of learning are given sufficient emphasis throughout the year. The assessment process is continuing to be developed. The children's progress is now regularly recorded. However, assessment records do not show how children move onto the next stage of their learning and they are not used to inform future planning. Further opportunities are now provided for children to explore sound and to express their ideas and feelings imaginatively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
The children are happy and interested in the activities provided. Relationships with adults and other children are particularly positive. Children develop good social skills. Children's behaviour is good. The use of positive praise successfully promotes the children's confidence and self esteem. The children are developing their personal independence and concentration, for example children selecting resources initiating activities and putting on their coats before they go out to play.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
The children use language for a variety of purposes. Activities are effectively used to improve children's listening and speaking skills. Children discover new vocabulary within each activity and topic. Children respond with enjoyment to songs. Children recognise letters from their name but do not consistently have opportunities to links sounds and letters. Children develop the meaning of marks, for example painting and drawing.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
The children are encouraged to count and recognise numbers at every opportunity, for example children counting the mosaic beads and children counting the number of spots on the dinosaur. However children's understanding of calculation is less secure. Children have insufficient practice in solving problems from routines and incidental opportunities. Children are developing an understanding of shape and size using construction toys with growing confidence.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children learn about the natural world and features of their environment from a range of topics and activities. Children look at differences and changes, for example children watering the plants watching change and growth and children looking at the tadpole. Children talk about past and present events in their lives. Children use their senses as they investigate using tools and materials, for example children digging in the sand.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children show increasing control and co- ordination, developing an awareness of space and others, eg. children manoeuvring the bikes around the playground and negotiating space around the room. The children engage in a wide range of activities that develop hand-eye co-ordination and strengthen small muscles, for example children painting, using tools in the sand tray, threading and construction toys. Children are learning the importance of healthy eating and hygiene at snack	

time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to participate in a variety of activities using a range of resources to support their creative development. They explore colour, texture and shape and respond to what they see,hear,smell and touch,for example children playing in the sand, children drawing and painting pictures. Children use their imagination acting out scenarios with their friends and with small world toys.The children enjoy singing but do not have regular opportunities to move to different types of music.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

1. Provide regular opportunities for children to link letters to sounds. 2. Develop strategies to ensure that parents can contribute to the assessment process and have regular opportunities to discuss their child's progress. 3. Develop the assessment sheets to show how children move onto the next stage of learning, and use the assessment sheets to inform future planning.