



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206816

DfES Number: 516385

INSPECTION DETAILS

Inspection Date 27/11/2002
Inspector Name Mark Philip Sobey

SETTING DETAILS

Setting Name Matlock Bath Pre-School Playgroup
Setting Address The Pavillion
Matlock
Derbyshire

REGISTERED PROVIDER DETAILS

Name Ms Alison Allen

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
<p>The Matlock Bath Pre-School registered in January 1993. The provision is committee run and operates within the Matlock Bath Pavillion. The group has access to one room with an attached kitchenette, the hallway, toilet facilities on the ground floor and an enclosed outdoor area. The playgroup is registered for 20 children aged two and a half to five years old. The playgroup opens Tuesday to Friday between 9am and 11.30 am. the group serves the local community. There are 13 children on register ,of whom 8 are funded, comprised of 3 four year olds and 5 three year olds. Currently the children all speak English as a first language. There are no children with special educational needs. There have been staff changes since the last inspection. There are 2 staff members, one of whom is a recently appointed playgroup assistant. Both staff members hold appropriate early years qualifications. The playgroup has regular support from the Early Years Development and Childcare Partnership.</p>

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

How effective is the nursery education?

Children are making good progress towards the early learning goals. There are a wide range of stimulating activities available for children at each of the playgroup sessions. Activities are geared to the children's individual learning needs. Children are set new, stimulating challenges. The children are interested and eager to learn within this environment, both individually and as part of a group. The teaching is generally good with some very good aspects. The supervisor has a good understanding of each child's stage of development and works hard to set specific targets for each child to support their progression towards the elgs. The children are keen to learn, which is a result of the supervisor's rapport with the children and ability to utilise learning opportunities which are planned or occur spontaneously. Children are set clear boundaries by the staff which they respond well to, children's behaviour was observed to be very good. Children are encouraged to explore how their behaviour and language impacts on other people. Leadership and management are generally good. A new member of staff has recently been appointed and is currently receiving an induction into the playgroup. There is insufficient long term planning and evaluation of activities and this impacts on the effectiveness of the teaching. The supervisor is committed to enhancing her professional development. She keeps abreast of new research and child care theory, which she incorporates into the playgroup. The partnership with parents is very good, parents are made aware of the elgs and how the activities enhance children's development and enable children to progress towards these goals. Parents have access to, and are able to contribute to, their child's developmental records. Parents view the playgroup as a valuable resource within the community.

What is being done well?

Children's personal social and emotional development is very good. Children are developing positive identities, they are confident and sociable and have caring relationships with each other and the staff. Their behaviour is very good. Children speak clearly and are fluent, they are interested in books and conversations. New language is used by staff which children confidently use. Staff create exciting ways of encouraging children to develop writing skills. Staff provide an extensive range of planned activities which the children find exciting and challenging. Children are enthusiastic and eager to learn. Children have good mathematical knowledge, they use mathematical language correctly and with confidence. The staff use an extensive range of resources creatively, which children are very interested in. Staff keep parents informed of their children's development and provide ideas for parents to extend their children's progress towards the early learning goals, within their home environment.

What needs to be improved?

Evaluation of activities, to enhance children's learning. Long term plans, which allow children to progress towards the early learning goals.

What has improved since the last inspection?

The setting has made generally good improvements since the last inspection. Parents are regularly informed of their children's progress towards the early learning goals. A new assessment system that relates to the stepping stones has been implemented. Parents can contribute to these assessments which are available daily for them to read. Observations of children are being undertaken, these are used to set specific targets for each child to facilitate their progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children relate well to one another and adults, they are happy and confident and eager to learn, they are developing positive self esteem which is facilitated by the praise and encouragement of the staff. Behaviour is good, children are developing a sense of right and wrong.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are confidently developing new language and most children are fluent and confident speakers. They join in conversations with their peers and adults. Children have an exciting range of resources and opportunities to practice writing and some children can correctly form letters.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children use a range of mathematical language which is used at all activities. Most children can count 1-10, and recognise numerals up to 10, further challenges are set for children who are already competent in this area. Many can recognise and name several, two and three dimensional shapes which they are able to detect in everyday objects.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are interested in their local environment which they have opportunity to explore through visits and outdoor play. They are developing an awareness of other cultures and countries. This is planned within the curriculum and opportunities are used as they occur naturally to extend children's knowledge and curiosity. Children are beginning to understand and discuss past events in their lives.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are able to access a range of resources which enhance all areas of children's physical development. Staff eagerly engage in children's play and set achievable challenges. Staff's praise of children's achievements further enhances their confidence and willingness to try out new activities.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children can access a range of resources such as a home corner, sand, water, paints etc. Although activities are planned children are able to incorporate their own ideas into their imaginative play.	

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

Evaluate activities in order to ascertain their effectiveness in promoting the early learning goals. Establish a long term planning process to ensure the curriculum is sufficiently varied.