



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119749

DfES Number: 515150

### INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Lilyanne Taylor

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Freshwater Playgroup
Setting Address	79 School Green Road Freshwater Isle of Wight PO40 9AX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Freshwater Playgroup
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### ORGANISATION DETAILS

Name	Freshwater Playgroup
Address	79 School Green Road Freshwater Isle of Wight PO40 9AX

## 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

Freshwater playgroup opened in 1993. It is a management committee run group and operates from two mobiles which are situated within the grounds of All Saints Primary School Freshwater Isle Of Wight.

At the time of inspection there is 51 children on roll. This includes 46 children who are in receipt of nursery education funding, 33 funded 3 year olds and 13 funded 4 year olds. The setting currently supports children with Special Education Needs and are able to support children who speak English as an additional language.

The group opens Monday to Friday during school term times and for part of the Summer holidays. Operating hours are from 08:40 until 14:40. Children are able to attend a variety of sessions. The management committee currently employ 12 staff, 11 of which work directly with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 in childcare. Two members of staff are working towards achieving a B.A honours degree in early childhood studies. The setting receives support visits from personnel within the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance development worker.

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

### How effective is the nursery education?

The nursery education provision at Freshwater playgroup is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a very sound knowledge and understanding of the stepping stones. They support children to develop their knowledge and understanding in all areas of their development through a well-planned curriculum, which includes a balance of adult led and child initiated activities. Staff use a varied range of effective teaching methods and are adept at adapting their approach to ensure children are sufficiently challenged and their individual learning needs met. They assess and record children's progress through observation and use this information to plan for their next steps in learning.

Staff plan activities, organise resources and equipment to support children to become independent. They provide an interesting and welcoming learning environment in most areas. Staff provide very good support for children with Special Education Needs.

The leadership and management is very good. The management committee, manager and staff work very well together as a team. The manager reviews and monitors the nursery education provided on a regular basis which ensures it remains effective and meets and supports the needs of all children.

The partnership with parents is very good. Parents receive and have access to very good information about the group and the nursery education provided. Staff recognise parents as being the first educators of their children and encourage them to share what they know about their child. They are able to talk to staff informally about their children's progress daily. All parents are invited to attend meetings to view and comment on their child's individual learning plans.

### What is being done well?

- The attention staff give to ensuring children's personal, social and emotional development is developed and supported is very good. Staff provide a wide range of activities which encourage all children to socialise, play together and to share and take turns. Children's confidence and self-esteem is raised through the praise and encouragement given by staff. Children are developing their understanding of the rules of the setting, staff set clear boundaries and provide children with clear guidance.
- The support provided for children with Special Education Needs is very good. Staff liaise with parents, other professionals and feeder schools to ensure the nursery education children receive and the method of teaching used is appropriate for supporting and meeting their individual needs and

consistently applied by all. A home link book is shared with parents. This provides parents with information of the teaching methods used and the achievements and progress their child is making. Parents are welcomed to respond with the achievements and progress they note their child has made at home which ensures their existing skills are built on and individual learning needs continuously met.

- The leadership and management of the provision is very good. The manager is very knowledgeable and dynamic. She has a clear vision of the standard of education children should receive and has high expectations of all staff. The manager regularly monitors and evaluates the nursery education and the quality of teaching provided which ensures a high standard is maintained and the individual learning and development needs of all children are met and supported.
- A well presented notice board provides parents with information of the nursery education their children are receiving. Clearly written sheets show the topic or theme being studied and the intended learning children will gain from them based on the stepping stones of the Foundation Stage covering all areas of their development.

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

- The organisation and presentation of the book and role play area for three year olds.
- The systems in place for formally sharing children's progress with parents.

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

Very good progress has been made by the playgroup in addressing the key issue raised at their last inspection. The play group were asked to improve the partnership with parents and carers. In particular, ensure that information about children's progress and attainment is shared with them on a more regular basis. Provide opportunities for all parents to offer their own observations about their child's learning. Parents are now requested to fill in an initial profile sheet for their children on commencement at the play group which provides a base line for staff to plan and build on children's existing skills or interests. Parents have the opportunity to talk to staff on a daily basis about their children's progress and are able to look at their child's progress file at anytime. Parents are invited to attend meetings to discuss their child's progress formally and to view and comment on their child's individual learning plans however these meetings are not well attended and it has been raised as a point for consideration at this inspection for the group to explore alternative ways in which this information can be shared.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's confidence and self esteem are built up by staff who know them well and are sensitive to their needs. They are encouraged to be independent and to make their own choices. Children are beginning to make friendships by socialising and playing with other children in their group. Children are taught to share and take turns and to be polite, they are taught to have an awareness of the rules of the setting through the clear guidance and explanations of staff, children behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children respond well to simple instructions. They confidently talk to staff who encourage them to talk about what they are doing. Children enjoy listening and joining in with stories and making their own books. They listen to sounds and distinguish one sound from another. Children are beginning to recognise some familiar words by associating illustrations to print they see in the environment. They practice their emergent writing skills through a range of hand and eye co-ordination activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from good support to help develop their understanding of numbers, calculating and sequencing. They show an interest in numbers and practice their counting skills through everyday routines and activities. They are beginning to compare how many objects they have and to say what it is they need to do to have the right amount. Children are beginning to use language to compare size and weight for example little, big, heavy and light.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about their environment and community from walks around the school grounds, local area and visits to the sports centre. They observe changes which occur for example when they make bread or when studying the lifecycle of a butterfly. Children design and build with various construction toys and recycled materials for example they make a coat rack using nails and wood and an Eiffel tower using tubes and boxes.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are able to develop their fine and large motor skills through a range of well planned indoor and outdoor activities. They have regular opportunities to use both large and small equipment. Children use one handed tools and equipment competently and are taught how to use them safely for example scissors, staplers and hammers. Children are taught to have an awareness of healthy practices with regard to eating and hygiene through cooking activities and everyday routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to recognise and differentiate colours. They explore colour and textures using a range of resources. Children use their sense of smell to identify various herbs and when playing with scented water. They are able to use their imagination and express their own ideas through art and craft work using a wide range of materials. Children have opportunities to listen to music and to join in with musical activities. They make their own musical instruments using pots, cartons and peas.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to the following;
- Review the organisation and presentation of the book and role play area for three year olds; provide interesting and welcoming areas where children are able to develop and further extend their interest in reading books for pleasure and their use of imagination during role and imaginative play.
- Explore alternative ways for formally sharing information with parents about their child's progress. So parents not attending meetings have the same opportunity to view and comment on their child's individual learning plans.

*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.*