



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 128491

DfES Number: 517873

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Jill Dawn Butler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wanstead Park Playgroup
Setting Address Park Road
London
E12 5HQ

REGISTERED PROVIDER DETAILS

Name Wanstead Park Playgroup 1030273

ORGANISATION DETAILS

Name Wanstead Park Playgroup
Address Park Road
London
E12 5HQ

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

Wanstead Park Playgroup is run by a management committee of parents. It opened in 1978 and operates from a large room at St. Gabriel's Church Hall. It is situated in a residential area in Aldersbrook, Wanstead. A maximum of 26 children may attend this playgroup at any one time. The playgroup is open each weekday from 09.00 to 11.45 during term time. All children share access to an outdoor play area.

There are currently 33 children aged from 2 to under 5 years on roll. Of these 7 children receive funding for nursery education. Children live in the locality. The playgroup currently supports two children with special educational needs, and no children with English as an additional language.

The playgroup employs five staff. The manager and over half the staff have appropriate early years qualifications.

The setting receives support from a mentor for the Early Years Development and Childcare Partnership. It is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

Wanstead Park Playgroup provides good quality nursery education. They enable children to make very good progress towards the early learning goals in their personal, social and emotional development, communication, language and literacy, physical and creative development, and generally good progress in the two other areas of learning.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage. Effective planning takes place within this framework, with good systems for observation and assessment of children, with consideration given to next steps in individual children's learning and development. Children show good concentration skills, are motivated to learn, try new activities and are able to work independently and as part of a group. Staff manage the children very well and have very good relationships with them. They organise the indoor space and resources imaginatively to create an interesting learning environment, although opportunities for additional challenge in calculation, problem solving and design and making skills are not routinely provided. Children with special educational needs are encouraged to participate in the full range of playgroup activities.

The leadership and management of the playgroup are very good. The manager provides a clear lead on good practice through discussion, documentation and providing a good role model. Staff have regular supervision, and are actively encouraged to develop their practice by attending a range of training courses. The staff team are enthusiastic, and are keen to monitor and evaluate all aspects of the provision, seeking to continually improve.

Partnership with parents is generally good. Parents are able to talk informally to staff about their children and are well informed about forthcoming events. However, formal feedback to parents on their children's progress and how they can support their children's learning at home doesn't take place on a regular basis.

What is being done well?

- The manager leads by good example, and the whole staff team are enthusiastic, with a strong commitment to continual improvement.
- The planning and assessment of children's individual needs, with consideration given to next steps in children's learning.
- Staff form very good relationships with children, which promotes their good behaviour and develops their self confidence. Children have clear and consistent boundaries, which helps them to understand the impact of unacceptable behaviour on others.
- Children with special educational needs are included in all activities. Staff are diligent in finding out about children's specific needs, and form effective

partnerships with parents, carers and outside agencies to ensure children gain as much as possible from playgroup activities.

- The indoor environment is well planned to foster children's learning and independence. The accessible presentation of well resourced areas stimulate children's interest and imagination. The literacy and reading areas are particularly good and are effective in encouraging and promoting children's interest in reading and mark making, using a variety of media and materials.

What needs to be improved?

- the programme for mathematical development to enable children to develop calculation and problem solving skills
- the provision of additional challenge in design and making activities, in order for children to extend their ideas and skills
- the regularity of formal feedback to parents about their children's progress and development.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Very good relationships are fostered with children, their efforts are routinely praised, which promotes their confidence and self esteem. Children are able to freely choose between activities, select resources for themselves, and are encouraged to extend their learning by persisting in difficult tasks, for example, using the pedals on the tricycle. Children behave very well. They are taught to share and take turns, and to respect the needs and wishes of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Opportunities to discuss thoughts and ideas, and listen to others, are routinely presented. Children listen well to stories, and are able to relate to books with confidence. They can retell familiar stories. Children make good use of the range of literacy materials, they are encouraged to begin to write their names, and are learning about writing for different purposes, for example, letters home and prescriptions in a doctor's surgery,

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff provide children with a range of activities and resources to support recognition of numbers, and routinely encourage children to count up to the number five. Children are learning to recognize shapes, and are able to describe and compare weight and volume, for example when playing with sand. However, less emphasis is placed on simple calculations and presenting sufficient challenge in mathematical problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to develop their learning about their community. Visitors are invited to discuss their roles, for example, a dentist and a lollypop person. Role play scenarios have included a post office and doctor's surgery, at which a range of technological equipment is provided. Children plant seeds and watch them grow, and go on nature walks to explore the natural environment. However, insufficient opportunities are created to develop design and construction skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and negotiate large and small spaces with confidence and ease. They use a variety of large equipment, which they are freely able to access throughout the playgroup sessions, which promote skills such as climbing and balancing. Children are developing manipulative skills through handling a range of small equipment, such as paint brushes, glue spreaders, pens, pencils, scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are provided with many opportunities to explore colour, shape and texture. They respond in a variety of ways to what they see, hear and touch, and are encouraged to express their ideas and feelings. Children's imaginative play is very well developed. They create scenarios, and enjoy acting out different roles. Children sing, move to music and have regular opportunities to use musical instruments.

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

- increase opportunities for children to develop their mathematical knowledge in calculation and problem solving
- provide additional challenge in design and construction activities
- introduce additional opportunities to inform and involve parents in their children's learning and development

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.