



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 303479

DfES Number: 541515

### INSPECTION DETAILS

Inspection Date 28/02/2005  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Palacefields Daycare Centre  
Setting Address Palacefields C J School  
Badger Close, Palacefields  
Runcorn  
Cheshire  
WA7 2QW

### REGISTERED PROVIDER DETAILS

Name . Palacefields Committee

## 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

Palacefields Play Group is situated in Palacefields County Primary School, Runcorn.

The playgroup is registered to provide care for 20 children aged from two and a half years to five years. It operates Monday to Friday term time only. Sessions are from 9.00am to 11.30pm and 12.30pm to 3.00pm.

The setting has five members of staff, two of whom are qualified. There are currently 23 funded children on roll.

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

### How effective is the nursery education?

Palacefield Playgroup provides good-quality nursery education. Children are making generally good progress towards the early learning goals overall, with very good progress in the areas of communication, language and literacy, mathematics, physical and creative development.

The quality of teaching is generally good. Staff plan a range of activities for the children that are stimulating and enjoyable. However, weaknesses in assessments means that planned activities do not always build on what the children already know and lack challenge. Staff are very involved in the children's activities, but expectations of behaviour when operating as a whole group, for example at register time, are low. Staff make effective use of the time and resources available to them. Assessment procedures are generally good although staff know the children well, their progress towards the early learning goals is not plotted.

Leadership and management is generally good. Staff are aware of their own roles and responsibilities and work well as a team, with the manager working closely with the staff on a daily basis. Staff regularly attend any training that is available. Although staff monitor the strengths and weaknesses of the provision, they have failed to identify the current weaknesses in partnership with parents, quality of teaching and the areas of learning.

Partnership with parents has significant weaknesses. Parents are provided with good quality information about the setting, its provision and the areas of learning when the children start. Although staff talk to parents at the beginning and end of every session, current weaknesses in assessment means that information given at this time is inaccurate. Parents are unaware of the activities their child will take part in on a daily basis and are not given the opportunity to extend their children's learning at home.

### What is being done well?

- The programmes of learning for communication, language and literacy, mathematics, physical and creative development.
- Activities planned are exciting and stimulating for the children and they are developing a love of learning.
- Staff are cheerful and work alongside the children as they learn.
- Staff work well as a team with each member aware of their roles and responsibilities.

### What needs to be improved?

- assessment of children's progress towards the early learning goals
- partnership with parents to ensure that they are informed about their child's progress towards the early learning goals and how they can be involved in their child's learning at home
- staff expectations of children's behaviour when operating as a whole group eg. newstime
- the provision for children to develop their information and communication technology skills

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children enter the setting keen, eager and motivated to learn. The children are confident to sing to the whole group and are proud of their displays on the wall. The children are forming good relationships with each other and the adults that work with them. The children are developing a good level of independence, the children getting their own paint from the cupboard and putting their own apron on for the sand. The children do not always listen when taking part in whole group work.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children use imaginative language when taking part in discussion about their feelings. The children are recognising rhyming words and taking on the roles of adults in role play. The children's reading skills are developing appropriately. They discuss their favourite books together and regularly choose books as a free choice activity. The children are beginning to write their own name when labelling their work and write recognisable letters on chalk boards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are developing their counting skills well. They can count the number of farm animals in the small world farm. They are able to match the correct numeral to sets of ducks. The children count the number of peas on the plate with ease. They know a wide range of number rhymes and songs which are used to support their learning well. The children use the language of shape when making Mothers Day cards.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are questioning why things happen and how things work when they investigate which bricks stick together when working with magnets. They design and make their own Mothers Day cards, folding the card with ease. The children are developing a sense of time, describing past and present events in their lives. They complete a weather chart daily, observing the changes over a period of time. The children are not using everyday technology and information technology in their play.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move well, negotiating space successfully outside. They are developing their climbing skills successfully and enjoy hopping and skipping around the play area. The children are becoming aware of foods which are healthy and those that are not when working in role play. The children develop their throwing and catching skills with bean bags and balls and use a wide range of tools and materials with increasing skill.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The children do free painting of a storm. They have open access to free painting and take part in colour mixing. The children enjoy singing a wide range of songs which they do so with enthusiasm. The children enjoy a wide range of role play situations, taking on the roles of others. They respond with their senses when taking part in baking activities.

**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**

- improve assessment of the children's attainment and progress to ensure that each child's progress towards the early learning goals is plotted
- improve partnership with parents to ensure that they are informed about their child's progress towards the early learning goals and how they can be involved in their child's learning at home
- raise staff expectations of children's behaviour when operating as a whole group
- improve the provision for the children to develop their knowledge of information and communication technology through the use of everyday technology in their role play.

*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.*