



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 144587**

**DfES Number: 582127**

### **INSPECTION DETAILS**

Inspection Date      10/03/2005  
Inspector Name      Janice Anjo

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Grasshoppers Playgroup  
Setting Address      Sir Thomas Abney School  
                                Fairholt Road  
                                London  
                                N16 5ED

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Susan Terenzio

## 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

Grasshoppers Playgroup has been established since 1973 and is situated in the London Borough of Hackney. Since the last inspection the playgroup has moved, and it is now accommodated within Sir Thomas Abney Primary School. There are 10 children on roll, six of whom are funded three year olds. The children are from the local community and reflect the cultural diversity of the surrounding area. The playgroup supports children how have English as an additional language.

The playgroup is open for five mornings a week from 9:00 am to 11:30 am for 39 weeks a year and is registered for children aged two to five years old. There are two staff member both of whom are qualified in education and childcare.

The staff are supported by parents and the playgroup receives input from an Early Years Advisory Teacher.

The accommodation is spacious and modern and children have access to a large playground area.

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

### How effective is the nursery education?

The provision for nursery education at Grasshoppers Playgroup is generally good and children are making good progress overall towards the early learning goals. Children are making very good progress in the areas of; Personal, Social and Emotional Development, Mathematic Development, Knowledge and Understanding of the World, Physical Development and Creative Development.

The quality of teaching is generally good and staff provide children with appropriate, enjoyable activities such as cooking, planting seeds, dressing up and learning about the weather. Staff members are calm and supportive. They help children to gain new skills , extend children's play and ask effective questions, however, opportunities for children to write for a purpose are less frequent.

Although planning enables children to progress it does not contain sufficient information or is linked to the early learning goals. Assessment procedures now provide detailed observations

about children's progress .Staff ensure children's assessment are shared with parents.

Leadership and management of the playgroup is generally good and staff members work well together. The manager is aware of her role and responsibilities and she ensures parents are employed effectively to give children extra support. The manager and assistant review the effectiveness of activities and resources at regular meetings, however the manager has yet to introduce a system to formally monitor the quality of teaching.

The partnership with parents is very good and parents have opportunity to discuss their child's progress during each term. Parents are encouraged to engage in activities at home with their child, and the parent's rota system enables them to help out at the playgroup each month. Parents attend Committee meetings to make decisions about the running of the playgroup.

### What is being done well?

- Personal, Social and Emotional Development is very good. Children are encouraged to take turns when speaking and to be polite to others. They help tidy up and are encouraged to do things for themselves.
- Parents are supportive; they attend meetings, accompany playgroup trips and suggest ideas for topics.
- The opportunities for physical development are very good. Children have time to climb and learn to balance. Staff teach children how to catch and throw balls and to handle other games equipment.

- Staff encourage children's involvement and concentration. They provide enjoyable activities that promote children's development in all learning areas.

**What needs to be improved?**

- the procedures for planning weekly activities and the frequency of writing opportunities.
- the system for monitoring the quality of teaching.

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

The playgroup has made very good progress in the implementation of the three key issues from the last inspection. The grouping of the children and their access to resources is now good. Children share resources well and concentration on activities has increased. Children are now provided with regular opportunities to listen to stories and to discuss within a group situation. Children's rate of progress is observed and noted by staff and assessment procedures are now effective and shared with parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate well and they confidently reply to their teacher's questions. They display a high level of involvement in their play. They express their opinions and are excited at the idea of going outside to play football. Children behave well and are encouraged to be polite and say "Thank you". Children are learning about the wider community and are developing an understanding that some people have disabilities and have different needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly about what they are doing. As they play in the home corner they discuss and arrange their roles. Children enjoy stories and choose to look at books independently. Older children write some of the letters of their names but overall opportunities to write for a purpose are limited. Children enjoy singing action songs and they are beginning to notice rhyming words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to count. They enjoy counting songs and respond well to number stories. Staff encourage children to think about and solve simple problems such as putting numbers in the correct sequence or measuring out the correct amount of ingredients on the weighing scales. Children are taught to identify shapes and they learn about measuring and use mathematical language such as 'tall' and 'tallest'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children plant tiny seeds in moist cotton wool, and observe how they grow. They also notice the effect of blowing upon paper windmills. There are regular opportunities for exploration and children learn to join materials using glue and butterfly clips. They notice changing weather patterns and have time to walk in the extensive school grounds. The playgroup is near a reservoir which provides good opportunity for the children to look for birds and other wildlife such as foxes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children frequently play in the large outdoor area where they practise ball skills and climbing. They use the school hall weekly which encourage them to increase their bodily control. The playgroup provides the children with a good range of small and large equipment to encourage development. For instance they manipulate scissors appropriately and learn to bowl hoops effectively.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have plenty of time to paint at the easel and express their ideas through various creative methods including printing, rubbings and collage. Children are encouraged to develop their imaginations as they dress up, dance and play musical instruments. They enjoy stories and teachers encourage them to join in and make additional sound effects. Cooking and planting activities provide children with the chance to use their five senses, for example, they touch little seeds or smell fruit jelly.

**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:*

- Ensure planning is linked to the early learning goals and provides sufficient detail, for example, what children will learn from activities. Include more planned opportunities for children to write for a purpose.
- Introduce a formal system for monitoring the quality of teaching.

*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.*