



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133103

DfES Number: 511258

### INSPECTION DETAILS

Inspection Date 11/03/2003  
Inspector Name Beryl Baggs

### SETTING DETAILS

Day Care Type  
Setting Name Welton School Playgroup  
Setting Address Welton County Primary School  
Radstock Road, Midsomer Norton  
Bath  
BA3 2AG

### REGISTERED PROVIDER DETAILS

Name The Committee of Welton County Primary School Committee

### ORGANISATION DETAILS

Name Welton County Primary School Committee  
Address Welton County Primary School  
Radstock Road  
Midsomer Norton  
Bath  
BA3 2AG

## 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

Welton School Preschool Playgroup is owned and managed by a committee of parents and has been open for over 18 years. It operates from Welton Primary School, in the rural village of Midsomer Norton. The group has access to a kitchen, toilets and pre-school room.

The preschool is registered to provide 24 places for children aged between two-five years. There are currently 31 children on roll including 26 funded three and four year olds. Of these two children have speech and language problems, but none have special educational needs or use English as a second language.

The pre-school is open five days a week during school term times. Sessions last from 9am to 12pm and 12-45pm to 3.15pm.

There are seven part-time staff of whom five have an early years qualification and one is working towards a diploma in childcare. The setting receives support from the Early Years Development and Childcare Partnership, local support teacher and the Pre School Learning Alliance.

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

### How effective is the nursery education?

The progress children are making towards the early learning goals has significant weaknesses.

Children are confident, enthusiastic and keen to learn. They use language well and can count confidently. Children have opportunities to use their imagination in role play, construction and art and craft. However children do not have opportunities to link sound to letter, to read and enjoy books or to write. Opportunities are also not provided to help children develop a sense of time or to practise physical skills on a regular basis.

Teaching has significant weaknesses. Staff are welcoming and encourage, value and praise children's efforts. There is a clear structure to the sessions which children understand, helping them to focus on activities. However staff knowledge and understanding of the early learning goals is not secure and links to these are not made in the planning of activities. Opportunities are missed to link sound to the written word and to extend understanding to addition and subtraction.

Partnership with parents is generally good. An informative brochure is provided with details of policies and what children are learning. Parents felt well informed about their children's progress. They have access to children's records and share information about their child with the staff in an informal way. Parents contribute resources and share reading with their children using books borrowed from the preschool. However the notice board is not well sited for parents to access information.

Leadership and management is generally good. Regular staff meetings encourage a team approach to planning and information sharing. Training needs are identified and staff attend the many opportunities offered by the Preschool Learning Alliance and the Early Years Partnership. The playleader has some understanding of the strengths and weaknesses of the provision although evaluations have not identified the weaknesses in the educational provision.

### What is being done well?

- Children are interested, excited and motivated to learn. They sit still at appropriate times, listen to stories and sit quietly at snack time. Children build good relationships with other children and adults, playing well together and co-operating in play and tidying up. They have personal independence and can access play materials as they require.
- Children enjoy exploring colour, shape and form in a variety of materials. They join in familiar songs with enthusiasm, and enjoy marching around the play room with musical instruments. Children use their imagination well especially in role play.

- Parents are well informed about the preschool and what it provides. They are confident of being able to talk to staff at any time about their children. Parents can be involved in their children's learning through children borrowing books to read with parents at home, and providing resources to assist preschool.
- Leadership and management is generally good, Regular staff meetings encourage a team approach to planning and information sharing. Staff attend the many training opportunities offered by the Preschool Learning Alliance and the Early Years Partnership.

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

- - the knowledge of the early learning goals in all staff
- - the planning and evaluation of the activities to include the early learning goals, the aim of the activity, how it will be presented to the children, and how the activity can be extended for the more able child.
- - the link between the written word and sound, opportunities in role play to use mark making and the use of the book corner
- - activities to include counting, comparison of number, and the use of the concepts of addition and subtraction
- - children's sense of time and knowledge of other cultures and beliefs
- - inclusion of large physical play indoors and outside on a routine basis.

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

Staff deployment is now planned. The information for parents on the early learning goals is in the parent brochure.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Progress in personal, social and emotional development is generally good. Children are interested, excited and motivated to learn. They concentrate well, are confident, and speak well in a familiar group. They sit still and listen to stories. Children build good relationships with children and adults, playing well together and co-operating in play and tidying up. They behave well and have personal independence. Children do not have opportunities to learn about the culture and beliefs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Progress in communication, language and literacy has significant weaknesses. Children talk well to other children and adults. They enjoy listening to stories and join in with songs and rhymes with enthusiasm. There are insufficient opportunities for children to link letters and sounds, or to enjoy stories on an individual basis in the book corner. There are insufficient opportunities for children to write. There is no supply of paper and pens in the role play area for children to make marks

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Progress in mathematical development has significant weaknesses. Children can count. They use number in rhymes. Children recognise shape, have used measure, can follow patterns and understand positional words. There are no opportunities for children to compare number, or to use mathematical ideas to solve problems. The concepts of addition and subtraction have not been included in activities. There are no displays involving numbers in the playroom

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Progress in knowledge and understanding of the world has significant weaknesses. Children explore objects and materials. They design and build with different materials which they can self select They have opportunities to watch the living world They use technology in their play. Children are developing a sense of where they live, using role play to explore travel and hospital care. Children do not have opportunities to develop a sense of time or to learn about the beliefs and culture of others.

**PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Progress in physical development has significant weaknesses. Children move confidently and safely. They have access to a range of materials, tools which they handle well and to toys both large and small. Children have a sense of space, allowing room for other children to sit and to see in whole group activities. They are learning about healthy living, and how their bodies work. Children do not routinely have opportunities for physical exercise or use large equipment

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Progress in creative development is generally good. Children enjoy exploring colour, shape and form in a variety of materials, paper, play dough, paint, glue, junk materials and bricks to build two and three dimensional models. They join in familiar songs with enthusiasm, and enjoy marching around the play room with musical instruments. Children use their imagination well in role play. There are insufficient opportunities for children to access undirected craft activities.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve the knowledge of the early learning goals in all staff
- Improve the planning and evaluation of the activities to include the early learning goals, the aim of the activity, how it will be presented to the children, and how the activity can be extended for the more able child.
- Provide activities to link the written word and sound, provide opportunities in role play to use mark making and stimulate the use of the book corner
- Provide activities to include counting, comparison of number, and the use of the concepts of addition and subtraction.

*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.*