



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144622

DfES Number: 530411

INSPECTION DETAILS

Inspection Date	20/11/2003
Inspector Name	Mandy Mooney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Maytime Playgroup
Setting Address	101 Clapton Common London E5 9AB

REGISTERED PROVIDER DETAILS

Name	The Committee of Hackney Muslim Women's Council 287834
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ORGANISATION DETAILS

Name	Hackney Muslim Women's Council
Address	Maytime Playgroup 101 Clapton Common London E5 9AB

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

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

How effective is the nursery education?

Children's progress towards the early learning goal's is limited by significant weaknesses in all areas of learning.

The quality of the teaching has some significant weaknesses. Planning systems are insufficiently linked to the early learning goals. Staff focus on offering children a range of activities, of which some are over directed. Children have few opportunities to experience extended free play or develop independence in self-care routines. Limited resources, has hindered staff's ability to provide a broad range of activities. Assessment does not reflect children abilities, and information gained through observations is not used to inform future planning. Staff have yet to establish a policy to ensure that children speaking English as an additional language or children with special educational needs are fully supported.

Leadership and management has some significant weaknesses. There are insufficient systems in place to monitor and evaluate the effectiveness of the nursery education. Staff have few opportunities to assess their own strengths and weakness. Role's and responsibilities are not clearly defined. The role of the special needs co-ordinator has yet to be developed. Staff are uncertain of the requirements of the code of practice for special educational needs.

Partnership with parents has some significant weaknesses. Staff do not communicate regularly with parents. They share information, but not on a regular basis. Parents do not feel welcomed into the group. A formal system for keeping parent's informed about their child's progress has yet to be established.

What is being done well?

- Children are generally confident speakers in small groups.
- Children are beginning to link sounds to letters and some are able to recognise their names.
- Children's fine motor skills are developing well.

What needs to be improved?

- Staff's knowledge and understanding of the early learning goals and effective teaching and behaviour management strategies to help children to develop.
- Planning and assessment systems to ensure that children's individual learning needs are recognised and met, and that they are supported and challenged in their learning, reflective of their abilities.
- Provision for children speaking English as an additional language.

- Staff's knowledge of the code of practice for special educational needs and further develop the role of the special needs co-ordinator.
- The provision to support children's learning and develop their independence.
- Develop systems to monitor and evaluate the effectiveness of the nursery education.
- Partnership with parents.

What has improved since the last inspection?

The playgroup has made poor progress in addressing the key issues from the last inspection. Opportunities for children to recognise their names and to access books has improved. However all key issues highlighted at the last inspection remain.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in personal, social and emotional development has some significant weaknesses. Children are confident in speaking in small groups. They are able to share and take turns, however opportunities are missed for children to develop personal independence through practical activities. Children are not encouraged to select resources and have too few opportunities to develop skills of self control and choice.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in this area has some significant weaknesses. Many of the children are gaining confidence when speaking, however this is not sufficiently encouraged by adults. Children speaking English as an additional language are some times insufficiently supported. Children have opportunities to link sounds to letters, but opportunities to practice writing and mark making skills are limited. Children enjoy stories read by adults.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in this area has some significant weakness. Children learn about shape, through puzzles. They do not often develop or consolidate mathematical learning during other activities. Mathematical resources are limited and children are insufficiently challenged in this area, mainly due to lack of planning and unclear learning intentions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's progress in this area has significant weaknesses. Topic based projects relating to other cultures and the wider world are insufficiently planned. Children are provided with information, but lack opportunities to, explore, investigate, construct and consolidate their learning through purposeful activities, that builds on their current experiences. There are few opportunities for children to expand their knowledge of technology.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in this area has significant weaknesses. Children show agility and confidence. A general lack of outdoor play facilities, impacts on children's physical development. Children's fine motor skills are supported through a variety of activities. Physical play and outdoor play is currently not fully incorporated into the overall planning.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children's progress in this area has significant weaknesses. Children enjoy free drawing. However, arts and craft activities are often over directed and materials available are limited. They enjoy music and movement. Children have few opportunities to play imaginatively. Lack of space and resources limits children's ability to extend their play and develop their imagination through role play.
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

- develop staff's knowledge of the foundation stage, particularly in the area's of communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development and develop staff's knowledge of effective teaching methods and positive strategies to implement to encourage good behaviour.
- Improve the provision to help children develop their self help and independence skills.
- further develop and link planning and assessment to provide a secure framework for the educational programme. Ensure that all early learning goal area's are covered and that children's learning is supported, challenged, reflective of their abilities.
- establish a policy to underpin provision for children for whom English is an additional language to ensure that their learning and progress are supported.
- ensure that staff have a working knowledge of the code of practice on the identification and assessment of special educational needs and that the role of the special needs co-ordinator is defined and developed and that this is fully implemented into the provision.
- ensure that there is sufficient resources for the effective delivery of the foundation stage curriculum. establish an effective system for monitoring and evaluating the provision for nursery education.
- Improve the systems to ensure the play group works in partnership with parents and that the contribution from parents is listened to and valued.

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.