



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226885

DfES Number: 595071

INSPECTION DETAILS

Inspection Date	21/02/2005
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Spinney Hill Primary School and Community Centre Playgroup
Setting Address	Spinney Hill Primary School and Community Centre Ventor Street Leicester Leicestershire LE5 5EZ

REGISTERED PROVIDER DETAILS

Name	Leicester City Council
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ORGANISATION DETAILS

Name	Leicester City Council
Address	10 York Road Leicester Leicestershire LE1 5TS

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

Spinney Hill Primary School and Community Centre Playgroup opened in 1986, and is one of a number of playgroups managed by Leicester City Council. It operates from the community wing of Spinney Hill Primary School and is situated in the Spinney Hill area of Leicester city. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:00 to 11:30 during school term time. All children share access to the school playground.

There are currently 16 children aged from 3 to under 5 years on roll. All children currently on roll receive funding for nursery education. Children come from Spinney Hill and surrounding areas of the city. All children attending speak English as an additional language.

The playgroup employs three staff. All staff, including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

Spinney Hill playgroup provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. The current staff team have worked together for a relatively short period of time, and during this period they have worked hard to put together planning, assessment and evaluation systems to support children's learning. These are still in their infancy, and there are some weaknesses in their implementation, however staff are in general progressing well with this development. Staff generally manage children's behaviour well, and on the whole, make good use of time and the resources available to them. Although not all areas of learning are sufficiently supported with appropriate resources. All children attending the group have English as an additional language, and the support given to them in speaking and understanding English is very good.

The leadership and management is generally good. The setting has undergone changes in management, staffing and leadership which has had an impact on the care and learning given to children. The current manager is new to the setting, and the leader has recently returned after a long absence. Both demonstrate a strong commitment to the needs of the setting, and in a short time scale have highlighted and acted upon areas requiring improvement.

The partnership with parents is generally good with very good aspects. Parents are given good written and verbal information about the activities their children undertake whilst at the setting, and are given ideas about how they can support learning through play in the home environment. Parents knowledge of their child's learning progress is not sufficiently harnessed at the beginning of the Foundation Stage, neither is parental involvement in their child's 'targets' or 'next steps' in learning.

What is being done well?

- The new staff team and management are working well together to put systems in place to support and extend learning opportunities for children.
- Children's confidence and levels of independence are growing well.
- Children generally behave well, with staff managing behaviour well through good use of praise and encouragement.
- Many children attending the setting speak more than one language in the home environment and often English language is not spoken at home. Staff work well with children in the setting to support their understanding of spoken and written English.
- Good support is given to parents to help them understand the activities and

curriculum being offered to their children.

What needs to be improved?

- the evaluation of activities so that they are evaluated against the learning intention of the activity
- the assessment systems, ensuring that they are linked to the stepping stones of the Foundation Stage Curriculum and that they are effectively used when planning the curriculum
- dialogue with parents which focuses on the individual progress of their child, and their child's next steps in learning
- the availability of resources to support children's learning in intermediate communications technology, imaginative play, and physical play
- curriculum planning for outdoor play, and larger muscle movements

What has improved since the last inspection?

Generally good progress has been made since the last inspection. There are sufficient opportunities for children to learn about letter names and sounds that are important to them through print in the environment, name badges, and staff sounding out letter names during activities such as story time. Daily opportunities are provided for children to learn and carry out simple calculation such as one less, and one more, as well as number songs. There continues to be insufficient intermediate communications technology to support children's learning in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are growing in their curiosity and in their confidence to try out the activities available. Many of them separate from their main carer with confidence. Children feel safe with staff although as yet do not know staff's names, some are beginning to form friendships with their peers. They have a good understanding of behaviour codes in the setting, although sometimes behaviour is less well observed e.g. story time. Independence is well encouraged in the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing good listening and speaking skills, and are making significant improvements in their understanding and speaking of English. They show an interest in books, and generally enjoy story time. Children are developing good mark-making skills through painting and drawing, and can use one-handed tools and equipment with growing confidence and skill. There are insufficient resources to support language for thinking, and some activities are too advanced for children's abilities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Daily counting at registration time and during free play activities ensure that children's counting abilities are improving. Children enjoy joining in with number rhymes and songs such as 'five little ducks' and are learning early calculation skills through such methods as well as the concept of one more and one less. Children observe and use positional language and know size language such as big and little. Staff do not always make the mathematical learning intentions clear to children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Curriculum planning ensures children are developing understanding of living things and man-made objects. They have a good understanding of weather patterns, and are developing an understanding of time in terms of the days of the week, and concepts such as yesterday, tomorrow and today. There is good construction equipment available for children's use however access to intermediate communications technology is poor. Children are gaining a good understanding of the cultures and beliefs of others.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children combine and repeat a range of movements with growing confidence and enjoy music and movement. They have good bike riding skills, and can adjust speed and change direction to avoid obstacles. Children have a good awareness of their own body needs and have a growing understanding of how to keep the body healthy. They are developing well in their small muscle movements, however physical play relating to larger muscle movements is less well planned.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are beginning to differentiate colours and explore media and materials through painting, collage making, dough work and construction. They have favourite songs, and join in readily with ring games and music and movement. Children have regular opportunities to explore rhythms and beats with musical instruments. They use the available props to support role play and small world play, however these are limited.	

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

- continue to develop effective evaluation and assessment systems linked to the clusters and stepping stones within each area of the curriculum. Use parental knowledge, and assessments more effectively when planning the curriculum to tailor it more to the individual needs of the children attending
- improve access to resources to support children's progress in their knowledge and understanding of intermediate communications technology; in their imaginary play; and in physical play. Further improve planning to enable children to use larger muscle skills more regularly
- continue to support the new staff team in it's development and in the educational provision given to children.

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.