



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206706

DfES Number: 537576

INSPECTION DETAILS

Inspection Date 11/01/2005
Inspector Name Susan Ann Kirby

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Playgroup
Setting Address All Saints RC School
Church Street
Glossop
Derbyshire
SK13 7RJ

REGISTERED PROVIDER DETAILS

Name The Committee of All Saints Playgroup 1035705

ORGANISATION DETAILS

Name All Saints Playgroup
Address All Saints RC School
Church Street
Glossop
Derbyshire
SK13 7RJ

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

All Saints Playgroup opened in 1974. The provision operates from a purpose built building adjoining All Saints Primary School in Glossop, Derbyshire and accepts children from the local area.

The playgroup is open Monday to Friday during term times from 09:00 to 11:30. Children attend a variety of sessions. There are currently 30 children on roll of whom there are 8 three-year-olds and 5 four-year-olds who are in receipt of funding for their nursery education. At present there are no children with special education needs or who have English as an additional language attending the playgroup

Three full time staff work with the children. Two members of staff have Early Years qualifications. One member of staff is on a training programme. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

All Saint's Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, mathematical development and knowledge and understanding of the world, is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff have a secure knowledge and understanding of the early learning goals. They manage children well and have good relationships with them. A variety of activities are planned and staff understand how children learn from the activities in each area. Children's individual learning needs are not incorporated into the planning. Space and resources are used imaginatively to create an interesting learning environment. Opportunities to extend the more able and older children's writing skills both socially and creatively are missed. Staff work with the children individually and in groups. Staff know and support the children well and are skilled at appropriate questioning which challenges and extends their thinking.

The leadership and management of the provision is generally good. Staff are clear regarding their roles and responsibilities and are deployed effectively. The provision has identified some areas for improvement to enhance care and learning for the children. However this may prove difficult due to space limitations.

The partnership with parents is generally good. Parents receive information on the setting. There is limited formal written information regarding children's individual learning, progress and development. Information is shared verbally at every session with parents if it is requested.

Parents are warmly greeted and are encouraged to participate in their children's learning by accompanying the setting on outings and taking topic related work home.

What is being done well?

- The provision of a warm, bright welcoming environment. Children's work is well displayed.
- Children are confident, they enter the setting eagerly and are willing to learn. They are happy and settled and enjoy a safe and secure environment.
- Children relate well to each other and staff. They are establishing friendships and relationships. They show consideration, older children help younger children in their play and activities.
- Staff effectively support children both individually and in group play.
- Children enjoy sitting in the comfortable book area, choosing books freely

and having time to themselves, making up their own stories by looking at the pictures.

- Participation in daily outdoor play. Children improve coordination skills as they pedal bikes and ride scooters.

What needs to be improved?

- the incorporation of children's individual learning needs in planning
- more effective sharing of children's learning, development and progress with parents
- opportunities to extend more able and older children's writing skills
- opportunities for children to create and access creative materials independently.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the setting well. They are confident and eager to learn. They talk about themselves at circle time and interact well together. Independence skills are good, children choose resources and also act as monitors serving snacks. Children are developing a sense of community through learning about different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with confidence, verbalise their needs, use language to explore their ideas and negotiate. They participate in group times and listen well. Staff skillfully challenge children through effective questioning. Children have free access to writing materials, more older and able children can write their names independently but extension of children's surname is limited. Books and stories are used to good effect stretching children's thinking and phonetic learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and a numerate environment encourages their number recognition. Children recognise patterns and use addition and subtraction during practical activities and snack time, such as counting the plates and asking how many cups are needed. There are many opportunities to consolidate learning of shape and colour. Children use mathematical language of position, size and quantity in everyday situations such as role play, sand and water activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and place. They understand their locality well. Children use reflection and prediction skills on a daily basis during routine activities. Good range of technological equipment is available and children are encouraged to use it independently. They enjoy exploring their natural environment noticing changes to weather and seasons. A number of visitors come to the setting, giving children the opportunity to learn about their role in the community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to move with control, coordination and confidence but there are lost opportunities for children to recognise the changes in their bodies after exercise. They have a good sense of space and are developing an awareness of others around them. Good use is made of large and small equipment, both indoor and outdoor, helping children develop an increasing control over tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to create and express themselves in focused activities but are limited in the free choice of materials restricting their capacity to create independently. Children explore shape, texture and space through a variety of media and materials in both two and three dimensions, making a Chinese dragon with junk modelling. Children have a good understanding of colour, older children being able to differentiate between shades.

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

- incorporate children's individual learning needs in planning and share this effectively with parents
- provide opportunities for children to interpret their own ideas in creative work. Enable children to choose materials independently and encourage self help skills in practical activities.

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.