



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113393

DfES Number: 517006

### INSPECTION DETAILS

Inspection Date 17/03/2004  
Inspector Name Gill Moore

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Buckingham Playgroup  
Setting Address Scout Hut  
Eastern Avenue  
Shoreham-By-Sea  
West Sussex  
BN43 6PH

### REGISTERED PROVIDER DETAILS

Name The Committee of Buckingham Playgroup 271434

### ORGANISATION DETAILS

Name Buckingham Playgroup  
Address Scout Hall  
Eastern Avenue  
Shoreham-by-Sea  
West Sussex  
BN43 6PD

## 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

Buckingham playgroup first opened as a community playgroup in 1968. It meets in the scouts hall in Shoreham and is situated close to the local schools. The group is registered for thirty children and is open Monday to Friday 9-15 to 12.00 and Tuesday and Thursday afternoons. The playgroup serves a socially diverse urban population. The children have the use of a large bright hall and a fully enclosed outside play area

There are forty seven children on the role, twenty seven children are funded.

There are nine members of staff, all have relevant qualifications and current first aid certificates.

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

### How effective is the nursery education?

Buckingham Playgroup provides high quality nursery education where children make very good progress towards the early learning goals.

The quality of teaching is very good and staff have a clear understanding of how children learn. Excellent use is made of time, accommodation and resources to ensure children develop high levels of independence. Staff have a secure knowledge of the early learning goals and stepping-stones and plan a well-balanced programme to give children a firm foundation in all areas of learning. They use children's observations and assessments to set individual targets for future learning. Staff make excellent use of the routine, role-play, activities and incidental opportunities to extend and support learning. Effective systems are in place to support children who have special educational needs and for whom English is an additional language. Staff liaise closely with local primary schools.

Leadership and management are very good. Dedicated staff work well as a team and communicate effectively to ensure a balanced curriculum is implemented. Effective systems are in place to monitor and evaluate plans, activities and children's assessments. Informal systems are in place for the continual development of staff. Clear roles and responsibilities are defined and staff are actively encouraged to undertake training. The leader of the pre-school has a positive influence over practice and evaluates continually ensuring that high standards are maintained.

Partnership with parents is very good. Parents receive good quality information about the pre-school and are encouraged to take an active role, for example through fundraising, committee work and parent rota system. They are well informed about the educational programme offered to children and are supported in recognising links from practical activities to the stepping-stones through photographs and written information. Parents are encouraged to be involved in their child's learning.

### What is being done well?

- Staff are highly effective in using role-play to introduce new vocabulary to children and to develop and consolidate learning in many areas. For example, in the photograph studio children learn about how cameras work and how films are processed and developed. Children have many opportunities to express their imagination through a wide variety of role-play settings, such as post office, florist shop and travel agents.
- Parents are provided with regular updates, both visual and written, about the curriculum. They discuss individual targets set for children and are actively encouraged to be involved by informing staff about their child's development and learning that takes place at home. Parents respond well to the additional suggestions of activities to try with their child consolidating learning that has already taken place. Excellent links have been established between

pre-school and home.

- Staff question children effectively encouraging them to think and contribute their own ideas, for example when exploring with magnets. They are effectively deployed to support the younger and less able children whilst extending those that are older/more able. Staff value all children, interact well and positive relationships have been established.
- The commitment and dedication of the staff team is a huge strength of the pre-school and they are highly valued by the committee and all parents. The pre-school leader monitors teaching and practice and effectively supports all staff ensuring that the standard of care and education for all children is of the highest quality.
- Staff make excellent use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings. The use of accommodation and resources is highly effective and has a positive impact on children's development in all areas of learning.

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

- the system for staff appraisals

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

The pre-school have made very good progress since the last inspection. There were no weakness to report but staff were asked to consider giving children opportunities to record numbers in connection with their practical mathematical problem solving activities. Children now record numbers in different ways and using a variety of tools and resources, for example they use number cards to illustrate how many children are present each session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have developed good relationships with staff and their peers and are sensitive towards each other's feelings. They show high levels of confidence, use their initiative and show good concentration. They work well independently and co-operate when working together, for example when using the computer. Children are able to self-select all resources, increasing independence, and ensuring they play an active role in their learning. Their behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to talk about themselves and some of their experiences and use a good range of vocabulary expressing imagination through play. They enjoy listening to stories, making predications and explore books with their peers, re-telling the story in their own words. Children have lots of opportunities for emergent writing, for example through role-play and creativity. Children recognise many letters and attempt to write. Many children are confident in writing their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in using a wide range of mathematical vocabulary, for example when comparing how much rice is in different bottles. They engage in many activities which helps to develop and consolidate mathematical concepts, for example practicing addition and subtraction whilst threading beads. Children are confident in following and suggesting patterns and enjoy solving mathematical problems. They have many opportunities to practice counting and recognise numbers, shapes and colours.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have plenty of opportunities to explore and investigate and show curiosity wanting to know why things happen and how they work. They have independent access to an extensive range of resources, including a very good range of information technology equipment, which is used effectively to support learning. Children talk confidently about themselves and others and learn about a variety of cultures, the local environment and the wider world through practical activities linked to themes.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have access to an extensive range of large and small equipment developing gross and fine motor skills, for example in climbing, balancing and threading. They show great skill in using a wide variety of tools and materials such as scissors and cutters and can access these independently. They show a good awareness of space and demonstrate excellent co-ordination moving confidently during physical activities. Children learn about the importance of keeping themselves safe and healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy exploring a variety of media and materials and using their senses, for example through cookery, making dough, exploring with paint, pasta, rice and growing seeds. They enjoy participating in music and singing sessions and explore sound patterns with instruments. Children have many opportunities to express their imagination and communicate effectively through many ways, for example role-play in the photograph studio, creativity, telling stories and music and movement.

**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:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop the system for staff appraisals to include formal records

*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.*