



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219935

DfES Number:

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Jill Hunn

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Happy Faces Playgroup
Setting Address Southbrook Community Centre, Hood Road
Southbrook
Daventry
Northamptonshire
NN11 4JS

REGISTERED PROVIDER DETAILS

Name Southbrook Community Association 308069

ORGANISATION DETAILS

Name Southbrook Community Association
Address Southbrook Community Centre
Hood Road
Southbrook, Daventry
Northamptonshire
NN11 4JS

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

Happy Faces Playgroup is run by Southbrook Community Association. It opened in 1973 and operates from the community centre in the Southbrook area of Daventry. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday during school term times from 9:00 to 11:45 and from 12:20 to 14:50. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from 2 to under 5 years on roll. Of these, 17 children receive funding for nursery education. Children attend from Daventry and surrounding villages.

The playgroup employs five staff. Four of the staff are currently working towards a qualification.

The setting receives support from the Northamptonshire Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Happy Faces Playgroup provides good quality nursery education which enables children to make generally good progress towards the early learning goals and very good progress in most areas of learning.

The quality of teaching is generally good. Staff are developing their knowledge of the Foundation Stage. Planning is clear with aims identified and it is used flexibly. Staff plan an exciting range of imaginative activities which capture children's interests well although children do not always have sufficient opportunities to use their writing skills during their play. The programme for mathematical and physical development and knowledge and understanding of the world particularly challenges the children well. Staff are friendly and caring. They generally make good use of questioning to extend children's learning. There are suitable systems in place to support children with special educational needs and children who do not speak English as their first language. Staff consistently encourage children and manage their behaviour successfully. They organise their time, space and the wealth of resources thoughtfully to promote children's learning. Staff observe aspects of children's progress but the system used is not systematic or sufficiently linked to the stepping stones. The information gained is not used to plan the next stage in children's learning.

The leadership and management of the playgroup is generally good. The supervisors and staff work well together as a strong team. They regularly attend training and review aspects of the provision but there is no clear system to monitor their professional development.

The partnership with parents and carers is generally good. A wide range of good quality information is available to parents about the playgroup and curriculum. Parents are generally sufficiently informed about their children's progress and are given suggestions of how to support their learning at home.

What is being done well?

- Staff consistently praise and encourage children and value them as individuals. They give children time and space to select and pursue activities. As a result, children become confident and motivated to learn.
- Strong emphasis is given to children's mathematical development. Children successfully use their developing mathematical skills and knowledge during daily routines and practical activities to consolidate their learning, for example, by solving simple number problems.
- Children explore how things work and why things happen with an excellent range of resources which stimulate their curiosity. They investigate how water is displaced using pumps, why some objects can be moved more easily than

others using a pulley system and how apparatus can be used to communicate with other children.

- Children are challenged to refine and develop new physical skills using a range of large and small equipment. They balance along stepping stones, play 'air hockey', hit small bean bags with bats across table tennis nets and use whisks, water pumps and paint rollers.

What needs to be improved?

- the system for observation and assessment of children's progress towards the early learning goals, so that assessments are systematic, informative and sufficiently linked to the stepping stones and they are regularly shared with parents
- planning, by using the information obtained from observation and assessment of children's progress to plan the next stage in their learning
- opportunities for children to use their writing skills for different purposes during their play
- the system for the management of the professional development of staff and sharing of teaching practice.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are interested and keen to learn. They confidently take part in activities in small and large groups. Older children persist and concentrate well. Children form strong relationships with adults and peers. They play together co-operatively, learn to take turns and share. Children are aware of the rules of the group and are beginning to take responsibility for their own actions. They successfully develop their personal independence and are able to select and use resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently to each other and to adults. They listen well, respond to questions and what they have heard. Children successfully link sounds to letters and name some letters. They regularly share a selection of fiction and factual books, listen to and recall stories. Children make marks and some write recognisable letters but do not sufficiently experiment with writing for different purposes as part of their play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children regularly count up to ten and beyond and recognise and represent some numerals. They solve simple number problems and develop their understanding of addition and subtraction through songs and practical activities. Children use words to describe size and shape. They measure weight and length and make patterns with a variety of equipment. Children explore capacity with sand and water play. They investigate the properties of shape with construction and craft materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate a variety of interesting objects and materials using all their senses. They learn how things work and why things happen and how to care for animals and plants. Children build to their own design using construction materials. They competently use technology to support their learning. Children develop a sense of time. They find out about their local environment and the wider world. They learn about their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with control and coordination and in a variety of ways. They learn to control their movements as they balance, dance and take part in exercise sessions. Children show respect for other's personal space during activities and as they move around the premises. They develop an awareness of how to keep healthy and the effect of activity on their bodies. Children successfully use a range of tools and equipment to develop and challenge their small hand and whole body movements.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a range of media to explore colour, shape and texture. They work in two and three dimensions and on a large and small scale. Children sing a repertoire of songs and action rhymes. They use musical instruments to investigate sound patterns. Children respond to music and listen to different styles of music. They make connections in their learning through a range of role play situations, such as the supermarket and hairdressers, and express their feelings through paintings and dance.	

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

- develop the system for observation and assessment of children's progress towards the early learning goals so that assessments are systematic, informative and sufficiently linked to the stepping stones. Make sure there are regular opportunities to share this information with parents.
- make sure the information gained from observation and assessment of children's progress towards the early learning goals is used to plan the next stage in learning for individual children
- provide further opportunities for children to use their writing skills for different purposes.

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.