



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 105950

DfES Number:

### INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Angela Cole

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Cheriton Bishop Playgroup
Setting Address	Church Lane Cheriton Bishop Exeter Devon EX6 6HY

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Cheriton Bishop Playgroup Committee
Address	Church Lane Cheriton Bishop Exeter Devon EX6 6HY

## 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

Cheriton Bishop Playgroup opened approximately twenty four years ago and is registered as a playgroup with Devon County Council to accommodate children from the ages of three to five years old. The playgroup is a voluntary, community based group and serves a rural community in Mid-Devon.

The setting operates for four mornings a week in term time. The hall at Cheriton Bishop Primary School is used on Thursday mornings from 08.50 until 12.50 and the village hall is occupied on Monday, Tuesday and Wednesday mornings from 09.30 am until 12.00. At the hall, the playgroup is registered for 26 children and at the school, the accommodation allows 18. The Thursday morning session is primarily for four-year-olds. At the village hall, the equipment can be left out in between the two sessions but has to be stored after the Wednesday session. There are separate toilet and kitchen facilities at the village hall and a hard and grassed outside area is used throughout the year. At the school the playgroup is able to borrow any of the equipment suitable for four-year-olds and use all the facilities.

There are two members of staff who work with the children at each session. Since the last inspection, a new assistant has been appointed. One member of staff has childcare qualifications to level three. There are currently nineteen children on the register. Two four-year-olds and sixteen three-year-olds are in receipt of nursery funding. None of the funded children have special educational needs or English as an additional language.

Cheriton Bishop Playgroup receives support from a mentor teacher from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

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

### **How effective is the nursery education?**

Cheriton Bishop Playgroup offers very good quality education. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good for all children. Staff have, or are gaining, an excellent knowledge of the stepping stones. Their detailed planning is widely shared with helpers, and offers all children interesting and stimulating activities. Adults know the children well and enthusiastically support each one through excellent extending of the child's own play ideas. Older children are fully challenged to think of their own solutions to helpful questions and self-posed problems. Both staff and helpers are successfully involved in jotting notes on the children's achievements. Resulting assessments by staff are expertly used to devise effective play plans for each child, including any with special needs. In free play, children are well managed and warmly praised for good behaviour, such as playing well together. The routine is generally well planned, though the time around snack is disjointed and children not fully involved. There is excellent use of plentiful, high quality resources. A particularly wide choice of activity is offered simultaneously indoors and outdoors.

Leadership and management of staff are very good. The supportive committee and close partnership of staff are highly beneficial to the children. Very good strategies are firmly in place to monitor both the general care and the education for each child according to the aims of the setting. There is full commitment by all concerned to the continued improvement of the playgroup's high standard in the future.

The partnership with parents and carers is very good. Families are fully informed about the playgroup, its activities and how the children are progressing. They are actively concerned in the management and day to day running of the group. This involvement is fully valued and highly beneficial to the children.

### **What is being done well?**

- A very good, and in some parts excellent, education programme is being offered in all six areas of learning.
- The attention staff give to detail in planning and its clear links with assessment enable the children to make the fullest possible progress.
- Staff are dedicated and enthusiastic. They have excellent knowledge of supportive teaching methods to fully involve all children in a highly interesting and stimulating programme of activities.
- There is inclusive and well-informed teamwork of staff and parents to benefit the children's education
- Imaginative and varied use is made of high quality resources to stimulate excellent learning through play.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the change of routine and children's involvement before and during snack-time.</li></ul>



<b>What has improved since the last inspection?</b>
Staff have made very good progress in implementing the action plan developed in response to a point of consideration in the previous inspection. Staff have addressed the weakness in communication, language and literacy regarding children using writing for their own purposes. Writing materials are readily available for children to use spontaneously. Children use them frequently in role-play situations as well as having an area specifically for experimenting with writing materials and a wide range of tools. The improvements made have had a positive impact on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle with good support and have lovely, trusting relationships with adults. They concentrate at register and give rapt attention to group stories. They are excited over a pop-up book and eager to watch birds. Children often play in small groups, help each other and take turns. They know group rules and are polite. Children move smoothly between activities, persevere at each and are confident at new tasks. They sometimes prepare snacks and are independent in hygiene and dressing.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently, for example about feeding sheep. They listen carefully to story books and poems and to new words such as 'knave'. They negotiate in play and often tell stories, using different 'teacher' voices. Children recognise rhymes including 'spring' and 'sing', and suggest objects for weekly letters. They greatly enjoy books, read individually and in groups. Children recognise the 'bakers', find their names quickly for snack, and neatly name pictures and models.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and bring numbers into their play, such as cakes costing £9. Excellent routines involve estimating and counting boys and girls and brick stacks compared to find more, less or same. Children enjoy songs adapted to weekly numbers and know two 'buns' are needed for seven and when three are left. Children recognise many shapes and positions, such as sandwich triangles and being 'first'. They are effectively encouraged to solve meaningful problems when making crowns to fit.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are excited investigating flowering bulbs and frozen snow. They design castles using many materials and tools, and use much everyday technology. An excellent sense of time and place is gained, recalling the day and making pancakes. Children create village maps and eagerly discuss progress on a new house. They actively explore the natural world through weather and feeding birds. Children are particularly interested in celebrations through poems and crafts such as Holi splat painting.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently to different music and show excellent control on trikes around a chalked roadway. Varied physical equipment is set out for whole sessions and children balance and climb very confidently and safely. Children progress well in carefully considered parachute games and use a good range of small equipment to balance, roll, bounce and catch. They gain very good fine motor skills, when applying paint, neatly placing collage materials and learning how to cut different materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy coloured cellophane and free paint daily. They choose exciting materials for crowns and say fruits are slippery. Excellent role-play results from highly resourced areas with 'baker's' dough weighed and the home corner 'spring cleaned'. Staff enthusiastically extend children's ideas, such as repeating 'giant' play. Children eagerly sing songs with all actions and repeat rhythms when marching to music. They experiment freely with instruments and are fascinated to 'play' a violin.

**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:*

- POINTS FOR CONSIDERATION -
- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further improve the provision for children by reconsidering the routine before snack-time and encouraging children's personal independence regarding eating.

*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.*