



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 305284

DfES Number: 511832

### INSPECTION DETAILS

Inspection Date 26/01/2005  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Sandbach Heath (St John's) Playgroup  
Setting Address School Lane  
Sandbach Heath  
Sandbach  
CW11 2LS

### REGISTERED PROVIDER DETAILS

Name Sandbach Heath (St John's) Playgroup 1021342

### ORGANISATION DETAILS

Name Sandbach Heath (St John's) Playgroup  
Address School Lane  
Sandbach  
Cheshire  
CW11 2LS

## 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

Sandbach Heath ( St John's) Playgroup is sited adjoining the grounds of St John's Primary School in Sandbach.

The playgroup is managed by a committee who have appointed a qualified and experienced manager to run the playgroup. The group is registered for 15 children from two to under five years of age, although most children do not attend until they are at least two years and six months. There are currently 30 children on roll of which 19 are funded children.

A total of four staff work with the children, with all holding relevant childcare qualifications.

The playgroup is open term time only, Monday to Friday from 09:00 to 11:45 and Monday, Tuesday and Thursday 13:00 to 15:00.

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

### How effective is the nursery education?

The children that attend Sandbach Heath [St. John's] Playgroup are making very good progress in each area of learning, with the children's progress being generally good in the area of their physical development.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the early learning goals, covering each area of learning well. Staff plan a wide range of activities for the children which are closely linked to assessment of their attainment and progress towards the early learning goals to ensure that they build on what they already know. Staff question the children effectively and are aware of each child's different levels of concentration. Staff support those children with special educational needs effectively. They manage the children well and have high expectations of their behaviour. Nursery resources are well labelled though a lack of adequate resources in winter months means that climbing skills are not developed appropriately.

Leadership and management is generally good. Staff work very effectively as a team. Each member of staff is aware of their roles and responsibilities within the group. Staff meet regularly to discuss any problems or concerns that arise. The setting is currently going through a quality assurance scheme and have already identified current weakness in physical development and are raising funds to rectify it.

Partnership with parents and carers is generally good. Parents are provided with very good quality information about the setting and its provision. Planning is available for parents to see on the noticeboard. They have access to small books that detail activities that the children have taken part in and are encouraged to write their own comments in. Parents are currently unsure of their child's progress towards the early learning goals as this is not collated by staff in a format that parents can see until the child leaves the setting.

### What is being done well?

- The programmes of learning for the development of the children's personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and creative development is strong.
- Staff are very involved in activities and work alongside the children.
- Staff are cheerful and provide a happy and stimulating environment.
- Staff challenge the children effectively using appropriate methods for both three and four year olds.

**What needs to be improved?**

- the programme for the development of the children's climbing skills
- the partnership with parents to ensure that they are aware of their child's progress towards the early learning goals on a more regular basis.

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

Following the last inspection, the setting were asked to address three key issues. Progress with this has been very good. They have introduced more opportunities in the programme for communication, language and literacy for the children to understand letter sounds and to develop their rhyming skills.

They have improved information for parents about the educational programme that their children take part in and have developed planning to ensure that staff are aware what the children should learn from activities, how they are to be deployed and how the children are to be grouped.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children enter the setting keen, eager and motivated to learn. They help each other put aprons on and play well together during activities. Behaviour is very good overall and some children are beginning to settle their own arguments. They are beginning to appreciate that other people have different needs by singing some of their songs in sign language. The children are developing a good level of personal independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children enjoy using rhyming words in the group story. They play 'Kim's Game', describing the item that is missing imaginatively. The children are becoming confident when linking sounds to letters and are able to say the initial letter sound of many words. The children recognise their own name and those of some other children when they self register, hanging their name on the apple tree. The children write imaginatively in role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are able to count on successfully to work out the date. They know a wide range of number rhymes and songs which are used to support their learning well. The children successfully sort a variety of equipment by shape, size and quantity. The younger children are able to combine numbers practically and the older children use a number line to count forwards and backwards successfully. They are beginning to learn the names of simple shapes when working on the building site.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children look very closely at daffodils and begin to name the different parts. They design and make their own wallpaper, choosing tools to create the required pattern. The children enjoy using a stepping mat, listening closely to the noises when they move. They use the computer with ease. The children enjoy learning about people who help us including visits from the local police.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children use a parachute to co-ordinate their movements as a group, working hard together to keep a ball off the ground. They negotiate space successfully as they move around the room and they are able to find their own space to sing and move. The children use bicycles to develop their pedalling skills. They use hoops and balls with increasing skill, the older children are trying to throw accurately. The children's climbing skills are not developed during winter months.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

The children do close observation paintings of daffodils, concentrating on the shape of the petals. They know a wide range of songs which they sing enthusiastically. They use musical instruments to record themselves on a tape recorder, playing it back to recognise the instruments. The children enjoy a wide range of role play opportunities, acting out their favourite stories.

**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**

- provide more opportunities for the children to develop their climbing skills.
- develop partnership with parents to ensure that they are aware of their child's progress towards the early learning goals on a more regular basis.

*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.*