



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 260015

DfES Number: 517828

INSPECTION DETAILS

Inspection Date	13/01/2003
Inspector Name	Rachel Burnett

SETTING DETAILS

Setting Name	Corby Glen Playgroup
Setting Address	Ron Dawson Memorial Hall Nr Grantham Lincs NG33 4NU

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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
Corby Glen Playgroup is a committee run provision which has been operating for approximately eight years. The group operates from the Memorial Hall which is situated on the outskirts of Corby Glen village. Children and families attend the playgroup from the village and surrounding villages. The playgroup has the use of the main hall, foyer, kitchen, toilets, cloakroom and storage areas. The group also have access to an enclosed outside play area and a large playing field. There is a car park for staff and parents to use. The playgroup is registered to provide twenty-four places for children aged between 2 - 5 years. There are currently thirty six children who attend throughout the week, these include three 4 year olds, all of whom are funded and 21 three year olds, 13 of whom are funded. All children who attend the group speak English as their first language. The playgroup supports one child who attends the setting with special educational needs. The setting is open five days a week, Monday - Friday, during term-time. Opening hours are 9.00am until 12.00pm every day and also 12:30 pm - 3:00pm on a Monday. Children attend a variety of sessions each week. The playgroup employs seven members of staff. Of these, one member of staff holds a relevant childcare qualification, with all the remaining staff currently studying for childcare qualifications. The playgroup 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?

Corby Glen Playgroup offers good quality nursery education where the children make generally good progress towards the early learning goals. Children make very good progress in their communication, language and literacy development, mathematical and physical development. Teaching is generally good. Staff develop positive relationships with the children and provide them with praise and encouragement, which ensures the children are happy and settled in the environment. Whilst children do attend the setting with special educational needs and staff are committed to ensuring they reach their full potential, a clear procedure and support system is not in place to ensure this occurs. Appropriate activities are planned and provided for the children by the staff team, however the organisation of some of these activities leads to missed opportunities to develop and challenge the more able children. Staff's sound understanding of the Foundation Stage and planning of activities help the children to progress in all six areas of learning. Leadership and management of the playgroup is very good. The supervisor is committed to the ongoing development of the provision and is supported in this by the staff team. All staff are aware of their roles and responsibilities and are encouraged to develop their skills further by the supervisor. They have worked hard to develop a strong staff team and are committed to providing opportunities for staff development. The partnership with parents and carers is very good and this contributes to the progress which children make. Parents report that they are happy with the educational provision and have seen their child make good progress. Opportunities are made by staff, for parents to discuss their child's progress and be aware what the group are working towards with their child. Positive relationships have been built between staff and parents.

What is being done well?

Children are forming caring relationships with each other and the adults in the setting. They work well together and are learning to share and turn take at activities. Children's communication, language and literacy development is very good. They are confident to use talk to communicate and voice their own views. A wide range of physical activities ensure that children's progress in physical development is very good. Staff work well as a team under the effective leadership of the playgroup supervisor. They are committed to continual improvement through staff development. A wide range of opportunities are made to ensure parents are fully informed of their child's progress in all six areas of learning.

What needs to be improved?

Opportunities to encourage the independence of more able children by selecting some of their own materials and resources. The organisation of singing times to provide more of a challenge for the more able children. The procedures, support

systems and written policy for identifying and working with children with special educational needs.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. There is a new staff team and supervisor working with the children. Planning sheets have been introduced and these contain information regarding the grouping of children and the deployment of staff. Within these there is also clear planning for the children's large motor skills. Staff have updated their knowledge of children's learning through attending training courses. However there are still missed opportunities for the children to develop their independence skills. The provision have continued to improve and review their special educational needs policy, however all details included are not in line with the DFES Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. They build positive relationships with the adults working with them and having caring relationships with their peers. Opportunities are missed by the provision to develop the children's independence skills when selecting and choosing their own materials and resources. The children are interested in the activities provided and whilst engaged in these demonstrate high levels of concentration.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children make very good progress in their communication, language and literacy. Their spoken language is developing well and children use speech confidently to communicate with their peers and the adults and to voice their views and needs. Activities provided ensure the children are developing their knowledge and understanding of writing and mark making and are becoming confident writers.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in their mathematical development. Many children can count up to ten and they frequently use numbers in every day situations. Opportunities are made, both planned and spontaneous for children to develop their understanding of space and measure and children confidently use mathematical language to describe these features when involved in practical activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Staff are involved in the activities with the children and provide good opportunities for them to use and develop their skills of investigation and exploration. There are limited opportunities for children to select and choose their own materials when involved in the activities provided. Through the planned topics and activities provided the children are developing a good understanding of their environment.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in physical development is very good. They move confidently and safely around the environment, demonstrating a good awareness of space both of themselves and of others. Activities provided ensure the children are learning about their body and the importance of keeping healthy.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children make generally good progress in their creative development. They confidently engage in imaginative and role play situations, drawing on their own experiences and using the available resources to extend their learning. Children respond to their different experiences and openly display their feelings, using their body language, talk and facial expressions.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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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
Evaluate and improve the organisation of the equipment, resources and singing time to ensure children gain the most from the activities. Develop the procedures, support systems and written special needs policy for identifying and working with children with special educational needs to ensure they are in line with the DFES Code of Practice.