



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119511

DfES Number: 583026

INSPECTION DETAILS

Inspection Date	07/03/2005
Inspector Name	Lisa Paisley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ready Teddy Go Playgroup
Setting Address	Thorpedene Community Hall Delaware Road SHOEBURY Essex SS3 9NW

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Lorraine Cardy
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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

Ready Teddy Go Playgroup is owned by Susan Cardy. It opened in September 1984 and operates from a local community centre hall. It is situated in Shoeburyness, Southend. A maximum of twenty-six children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 12.00 and Monday and Friday afternoons from 12.30 to 14.45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently forty-two children aged from two to under five years on roll. Of these twenty nine receive funding for nursery education. Children come from the local area. The playgroup supports some children who require additional help and also supports a number of children who speak English as an additional language.

The playgroup employs eight staff. Seven of the staff, including both managers hold appropriate early years qualifications. Three staff are currently attending training.

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

How effective is the nursery education?

The provision for nursery education at Ready Teddy Go Playgroup is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas.

The quality of teaching is generally good. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan children's next steps. Staff keep detailed records providing a clear picture of children's progress to share with parents. They generally plan a balanced programme of activities based on helping children make progress towards the early learning goals.

Staff give children a good level of support and those needing additional help are encouraged to participate in a full range of activities. Staff manage children's behaviour effectively using a range of positive and consistent methods. Sessions are organised, allowing for free flow play and allowing choice. However, there are some missed opportunities to consolidate children's learning; creative activities are sometimes repetitive and core activities do not always include sand and water play.

The leadership and management of the playgroup is generally good. It is shared by the manager and deputy who have defined roles and responsibilities. Staff are well supported and they work effectively as a team. Staff monitor and evaluate their practice to improve the care and education offered.

The partnership with the parents and carers is very good. Parents are informed about the group's activities, topic work and routines. Parents receive information about the early learning goals through a prospectus and the notice board. Arrangements are in place for parents to view children's assessment records and they are able to record any comments regarding their child's development. Parents are actively encouraged to support the children's learning at home.

What is being done well?

- Children's personal, social and emotional development is positively encouraged, ensuring all children feel confident and valued within the setting.
- Children are helped to develop an awareness of people's roles within the community and an understanding of personal safety, eg. a lollipop lady visited the group to talk about road safety.
- Staff develop strong relationships with the children, which helps them to settle into the group with ease.

What needs to be improved?

- the range of mark making resources to encourage mark making and emergent writing and challenges for the more able children
- the use of mathematical language in everyday situations such as outdoor play and snack time
- the choice of core activities including sand and water play, and opportunities for children to explore textures and colours.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. Activities are in place to encourage letter and sound recognition. Role play activities include resources for children to write and record. Planned activities are undertaken for children to use and record numbers in practical situations.

A system is in place to ensure assessment records are used on a regular basis. Staff have regular opportunities to make observations of the children and these are recorded on children's developmental profiles. Records identify areas for development and inform planning. Children's records are shared with parents on an informal basis and they are given the opportunity to record their views.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are enthusiastic, confident and eager learners. They are independent, making choices about what they do and taking care of their own needs. They are kind and considerate of one another and understand the need to share and take turns. Children respond well to the adults and behave appropriately. Children learn about cultures as they celebrate festivals throughout the year; effective resources extend their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing language for communication, supported by staff. They are becoming more confident when speaking to others. They listen well, follow simple instructions and some children talk activities through and develop a story line. Children are learning to link sounds and letters. Some resources are available for marking making and encouraging emergent writing, however, more able children are not always sufficiently challenged and the book corner is sometimes underused.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to count in everyday, familiar contexts. Early calculation skills are introduced through singing, number rhymes and counting up and down. There are some missed opportunities for children to use mathematical language in daily activities, such as snack time and outdoor play. Children can name shapes and explore patterns through a range of puzzles and maths equipment. There are some opportunities for cooking which introduce concepts of weight and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are given opportunities to explore and investigate objects and materials. They learn to care for living things. Children can design and build using construction kits on both large and small scale, such as a screwdriver and lawn mower. Children use some items of play technology. They talk about their homes and families and past and present events. There are regular opportunities for children to meet people from the community.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy varied activities to promote physical development and body awareness. They climb, balance, run and dance to music and ride wheeled toys confidently. Children negotiate space for themselves as they line up, find a chair or a space on a mat. Topics introduce ideas of healthy eating. Basic hygiene routines, such as hand washing, are understood and followed. Fine motor skills and hand eye co-ordination are developed with manipulative toys, crafts, cooking and dough.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children have some opportunities to explore colour and texture through free and guided art and craft activities. However, they are often limited and repetitive. Sand and water play do not form part of the core activities. Children have regular opportunities to listen to music and sing familiar songs and rhymes. There are some opportunities for children to use musical instruments. Children actively use their imagination, often encouraged by props in the role play area.</p>	

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 a range of mark making resources everyday to encourage mark making and emergent writing and challenges for the more able children
- encourage children to use mathematical language in everyday situations
- offer a choice of core activities, including sand and water, and provide more opportunities in the programme for creative development for children to explore textures and colours.

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.