



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122561

DfES Number: 520222

### INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Gillian Cubitt

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Fortyfoot Play Group and Pre School
Setting Address	Fortyfoot Hall Fortyfoot Road Leatherhead Surrey KT22 8RY

### REGISTERED PROVIDER DETAILS

Name	The Committee of Fortyfoot Play Group and Pre School
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### ORGANISATION DETAILS

Name	Fortyfoot Play Group and Pre School
Address	Fortyfoot Hall Fortyfoot Road Leatherhead Surrey KT22 8RY

## 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

Fortyfoot Playgroup operates from a single storey building in Leatherhead, Surrey. Children have access to a large hall and an adjoining smaller room. A large cloakroom area leads to toilet and hand washing facilities. Staff have access to a kitchen. There is also a fully enclosed garden with outdoor equipment. The playgroup serves the local area and is registered to accept forty children aged from two to five years and is open during term times. They offer two separate morning and afternoon sessions. Currently there are fifty-three children on roll which includes nine funded four year olds and twenty-one funded three year olds. Funded children attend up to five morning sessions per week and they have the option of staying for the lunch club. Children aged two to three years attend the afternoon session from 13.00 to 15.00 for four days each week, Monday to Thursday. The provision offers facilities for children with special needs and for children who speak English as a second language. The group is a member of the Pre-School Learning Alliance and they also receive support from the Early Years Childcare Partnership.

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

### How effective is the nursery education?

The educational provision at Fortyfoot Playgroup and Preschool is acceptable and of good quality. Overall, children are making generally good progress towards the early learning goals. Children make very good progress in physical development and generally good progress all other areas of learning.

Teaching is generally good although there are areas of significant weakness in planning and assessments. Staff show an awareness of the early learning goals. They observe and note children's progress in order to complete assessment documents and are beginning to use this information to plan so that children continue to move forward in their learning. However, activities are not adequately adjusted to meet the needs of three and four year olds. Staff work well as a team to ensure the smooth running of the group. Children have time for quieter activities as well as opportunities for vigorous play. Children with special educational needs are well supported and are included in all aspects of the group. Children's behaviour is generally well managed although at times some children can become boisterous.

Leadership and management of the setting is generally good although there is a weakness in evaluating and monitoring the provision for funded children. The supervisors have a hands-on role when working with the children and equally share responsibilities. They have regular meetings to discuss areas of progress and improvement and plan weekly activity sheets for staff to follow. However, long and medium term planning is not sufficient to ensure that all areas of learning are covered and activities extended for more able children. Training opportunities are available to staff although these are not always taken up.

Partnership with parents and carers is generally good. Parents receive quality information through leaflets and newsletters. Staff are welcoming and always willing to discuss children's progress at parents' request.

### What is being done well?

- The use of information technology is integrated well into the setting to support children's learning, with particular emphasis on maths and number work.
- Children's physical development is well fostered, they have plenty of opportunities to develop their skills through using a wide variety of resources from climbing apparatus to small manipulative toys that promote their co-ordination and movement.
- Support for children with special education needs is good. Staff are understanding, caring and effective in building bonds with both children and parents.

**What needs to be improved?**

- staff's awareness of promoting children's learning during their play sessions by introducing more practical exercises in counting, sorting and extending the activities for the more able children to develop understanding of addition and subtraction and introducing correct names of shapes in two and three dimensions.
- music sessions so children can learn to be calm as well as appreciate the different sounds of instruments and hear changes in pace and rhythm.
- overall planning and activities that are appropriately adjusted to meet the needs of the different ages and capabilities of the children.
- the monitoring of children's progress to ensure that all staff provide unified and quality notes that reflect what the children have achieved and link these to clear targets for each child.

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

Generally good progress has been made in addressing the two key issues for improvement identified at the last inspection. Staff were asked to improve the programme for language and literacy by introducing children to the correct formation of letters of the alphabet and reinforcing children's knowledge of the sounds of letters. Staff were also asked to enhance the quality of teaching by better staff deployment and ensuring that children are appropriately grouped for activities. Staff prepared an action plan where they have children's name cards and they have introduced a letter of the week and children are encouraged to bring items beginning with that letter from home. The action plan for staff deployment has been organised according to staff's specific areas of skill. Children take the lead in choosing their activities and staff observe and direct where children show the most interest. This method is in its early stages and staff are still evaluating its merits but at present it does not cover areas of literacy sufficiently.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident when parting from parents and are happy to join their friends in trying out the new activities prepared for them. At times children become over enthusiastic and boisterous but all children are encouraged to be polite and caring. Children are gaining an awareness of personal hygiene and are encouraged to wash their hands before eating. However there is a lack of guidance for more able children and limited opportunities for them to take on more responsibilities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen well to skilfully told stories during group sessions where staff introduce new descriptive words such as 'enormous'. Staff converse with children to extend their vocabulary and children are introduced to letter formation with examples of print placed throughout the room. Younger children make marks on envelopes and most children recognise their first names however there is insufficient encouragement for older children to begin to attempt forming letters of their name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff and children say and use numbers in songs and rhymes and staff engage children in activities for counting and number recognition using computer programmes. Children are introduced to subtraction through stories although this is not extended sufficiently to practical activities where children can add, subtract and sort with real objects that give meaning to their understanding of numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children enjoy investigating and exploring a range of materials and objects such as play dough and construction toys. Staff encourage the children in designing and building activities, especially on topic work. They have access to a large garden area to explore nature and grow plants. Children have access to a computer which is fully equipped with appropriate programmes. Children learn about dinosaurs but opportunities are missed to develop children's awareness of time.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children are developing good manipulative skills through playing with construction toys, rolling and cutting dough and through drawing and using scissors. Children have opportunities each day to develop their skills in using large equipment for climbing and balancing. They regularly use wheeled toys which helps them to gain an awareness of space and obstacles. Staff help the children to understand the importance of good health and hygiene and children have nutritious daily snacks.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children explore a good range of materials and media. Staff encourage the children to produce work using their own ideas and imagination. Children participate in group topic collages and these are displayed throughout the rooms. Children show active imaginations in the role-play areas and enjoy the current theme of the Billy Goats Gruff. Children have access to musical instruments however, insufficient attention is paid to listening and creating rhythms.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- Key Issues
- Develop long and medium term plans with staff to ensure that all areas of the curriculum are adequately covered so that staff are able to prepare topics thoroughly and are able to extend opportunities for the more able child.
- Provide more formalised methods of writing child assessments. These to be dated and outcomes of the assessment noted and the next key targets for children identified.

*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.*