



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122569

DfES Number: 580878

### INSPECTION DETAILS

Inspection Date	28/04/2004
Inspector Name	Carol Newman

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Dawnay Playgroup
Setting Address	Griffin Way Bookham Leatherhead Surrey KT23 4JJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Dawnay Play Group
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### ORGANISATION DETAILS

Name	The Dawnay Play Group
Address	Griffin Way Bookham Leatherhead Surrey KT23 4JJ

## **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**

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

### How effective is the nursery education?

The Dawnay Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals. Children's progress in creative development, physical development and mathematical development is very good. Progress in knowledge and understanding of the world, communication, language and literacy and personal, social and emotional development is generally good overall.

Quality of teaching is generally good with some very good aspects. Children learn through an appropriate range of practical activities in all areas of learning and these are supported by a suitable range of equipment. Staff identify extension activities for older children, however they do not make regular observations of individual children to inform future planning. Children are confident learners who are eager to develop their ideas and experiences and staff make good use of spontaneous learning opportunities. Children behave well in response to the high expectations and sensitive support of staff.

Children's significant achievements are recorded on a daily basis and used to inform parents and ongoing provisions. Procedures are in place to enable children with special educational needs and english as an additional language to join in the full range of activities.

Leadership and management is generally good. The playgroup benefits from the positive leadership of the joint managers and the commitment of the parent committee. The staff team is well established and some staff members are keen to access training opportunities.

The partnership with parents is generally good. Parents are well informed about the playgroup activities through regular newsletters. They are encouraged to support the children's learning through suggested extension activities for each topic. Children's records are available on request and staff share their observations of the children informally, on a daily basis.

### What is being done well?

- Staff have a very good knowledge and understanding of the foundation stage curriculum and how young children learn. They respond to children's interests and make excellent use of spontaneous learning opportunities.
- Children have access to a well planned range of activities that encourage progress in all six areas of learning.
- Parents are provided with good quality information about the educational provision. They are encouraged to be involved with their child's learning through a range of suggested support activities.

**What needs to be improved?**

- planning, assessment and recording to ensure the stepping stones for all six areas of learning are covered and that children's individual needs are met
- children's access to a range of planned activities to develop their awareness of cultural and religious differences in today's society.

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

The setting has made very good progress since the last inspection. At the last inspection the setting agreed to enhance the partnership with parents by offering more detailed information about the educational provision.

Parents are now given a copy of the learning aims of each topic with explanations and suggestions for support activities. Prospective parents are given good information about the setting and clear explanations of the stepping stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence and self esteem are encouraged by staff who are sensitive to their needs and know them well. Children learn to take care of their own personal needs and to stand up for their rights. Children listen appropriately and speak clearly during group discussion. They initiate conversations with each other and adults. They take turns, share fairly and are polite and considerate. Children have a limited understanding of the cultural and religious differences in today's society.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are developing well. They listen to stories and speak confidently. Children respect books and use them for enjoyment and to locate information. They link sounds to letters during practical activities, recognise their names and are beginning to write these correctly. Children practice their writing skills using whiteboards, paper and pens. Staff extend children's vocabulary through the identification of key words for each activity.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently throughout the daily routine. They solve problems such as setting out the correct number of chairs at snack time. Children demonstrate a developing understanding of addition and subtraction in whole group activities, for example, when comparing the numbers of boys and girls present. They describe simple journeys for their "Minibeast" topic and talk about shape when planting their seeds. Children observe pattern when printing their flowers with wellington boots.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the outdoor area and the local common land as they search for minibeasts. They understand the conditions for growing when they plant seeds indoors and outdoors. They know that pasta becomes soft when it is cooked and recognise pattern through a range of materials. They use a tape recorder to tape their own voices and operate the telephone in the home corner. Children confidently talk about their families and celebrate Christian festivals such as Christmas and Easter.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children balance on straight beams, throw bean bags into hoops, crawl through tunnels, manoeuvre between cones and climb outdoors when weather permits. They sprinkle seeds on their caterpillars and use a syringe to water them. They explore play dough using a variety of tools such as alphabet cutters and older children use scissors competently. Children recognise that they become hot after exercise and learn about healthy practices through their "All about me" topic and the daily routine.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use paint for printing and to sponge paint. They explore materials such as playdough and construct sunflowers using a papier mache technique. Children sing familiar songs and match actions and movement to them. They use musical instruments to recreate rhythms. They play imaginatively in role play situations and pretend to be minibeasts as they travel round the indoor assault course. Children use their senses to listen to packets of seeds and to feel the wet paper used to grow them.

**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**

- Develop planning, assessment and recording to ensure the stepping stones for all six areas of learning are covered and that children's individual needs are met.
- Ensure children have access to a range of planned activities that develop children's awareness of cultural and religious differences in today's society.

*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.*