



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 254236

DfES Number: 500659

INSPECTION DETAILS

Inspection Date	28/01/2003
Inspector Name	Jane Louise Tallent

SETTING DETAILS

Setting Name	Pulham Market Playgroup
Setting Address	Pulham Market Village Hall PULHAM MARKET Norfolk IP21

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
Pulham's playgroup is a committee run provision which serves the local rural community and surrounding villages. The playgroup in Pulham Market amalgamated with the playgroup in Pulham St Mary in 1999. Since then the provision has operated from the village halls in both villages. The playgroup meets at Pulham St Mary on Mondays and Thursdays between 9.30am and 12.00 noon. On Tuesdays and Fridays they meet at Pulham Market from 9.30am to 12.00 noon. The playgroup is registered to provide sessional care for 24 children between the ages of two and five years old. There are currently 23 children on roll, seven of whom are funded four-year-olds and nine of whom are funded three-year-olds. No children currently attending have been identified with special educational needs. None of the children have English as a second language. The playgroup is a member of the Pre-School Network Alliance. There are three members of staff, two of whom have completed childcare qualifications. There is a bank of voluntary helpers. The playgroup are currently receiving teacher support from the Early Years Development and Childcare Partnership

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

How effective is the nursery education?

Children at Pulhams Playgroup are making generally good progress towards the early learning goals. Behaviour is good and children are developing a good understanding of caring for others by taking 'Tiny Ted', the little teddy who has a toothbrush and other accessories, home. The quality of teaching is generally good. Staff's knowledge of the early learning goals is effective when organising the planned curriculum. Staff work well with the children at their chosen activity, supporting them to be able to consolidate and progress in their learning, however they do not organise the session effectively and this limits children's opportunities to work independently. The leadership and management is generally good. The management committee are effectively developing their role. Staff have ownership of the planned activities through sharing the medium and short term planning, however not all planned activities are evaluated. Assessments are not used effectively to enable children to progress in some areas of their learning. Partnership with parents is generally good. Parents are encouraged to take an active part in their child's education through helping during the session, being part of the management committee and adding to the continuing story of 'Tiny Ted's' adventures with the children. Parents are well informed about their child's progress through pre-arranged discussions with the key worker, however they are not sufficiently encouraged to share what they know about their child.

What is being done well?

Children are developing a good understanding of their own needs, beliefs and culture and those of others, through topic work. Children are confident and are willing and interested to learn. Provision for gross motor skills is good and children are presented with challenges appropriate to their level, using a wide range of equipment. Children are developing good communication skills, they are confident to talk to each other and adults. Staff work well as a team and share the work load effectively so contributing to the children's learning.

What needs to be improved?

The organisation of the session and the time children have to access activities and resources to consolidate and progress in their learning and become independent learners. The planning to cover some aspects of learning in some areas of the foundation stage to provide more opportunity for children to increase their problem solving skills, develop mathematical language of 'more than', 'less than', and 'altogether' and opportunities of asking how things work.

What has improved since the last inspection?

A special education needs policy has been adopted that has regard to the code of

practice The development of the plans to include the grouping of children, adult role and the learning objectives. The information given to parents about how their child is progressing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in personal, social and emotional development. Children are developing a strong respect for their own culture and beliefs through project work about 'me'. Children are developing a sense of their own and others needs by caring for 'Tiny Ted'. Children are confident and interested to participate in the activities provided and to try new ones, however the organisation of each session and daily routines limits the development of children's independence.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in communication, language and literacy. They are becoming confident communicators with each other and adults. Children listen attentively to stories and increase their vocabulary through participating in topic work. Children are developing recognition of letters, linking the sounds and developing good handwriting skills during topic work, however they are not given sufficient opportunities to make marks for a purpose.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress towards mathematical development. They are developing recognition of number, they can count reliably and recognise numerals up to five and some to ten. Children are developing an awareness of using number to solve practical problems by matching objects to number cards, however they are not given sufficient opportunities to do simple subtraction and recreate patterns.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in knowledge and understanding of the world. They are developing a strong sense of self and an understanding about their past and present. Children are developing explorative skills using their senses. They are developing good design making skills using a variety of construction materials however they are not sufficiently encouraged to show an interest or ask how things work.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in physical development. They are developing gross motor skills using a range of large equipment. Children use equipment confidently, safely and with increasing control. Children are developing the recognition of the importance of keeping healthy through daily routines and topic work on food, however children are not given sufficient opportunity to begin to understand the changes that happen to their bodies when active.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. They have opportunities to explore colour using paint in a variety of ways for example, printing, stenciling, free painting and collage work. Children are developing a repertoire of songs and rhymes, however they have limited opportunities to listen to music and use musical instruments imaginatively. Children have insufficient opportunities to select their own craft resources to be creative in their own right.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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 session and the use of time and resources to provide more opportunities for children to become independent learners. Improve children's opportunities to increase their problem solving skills, develop mathematical language of more than, less than and altogether. Improve opportunities for children to ask about how things work.