



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143023

DfES Number: 585406

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Joyce Bowler

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Priddy Playgroup
Setting Address	The Glebe Priddy Wells Somerset BA5 3BE

REGISTERED PROVIDER DETAILS

Name	Priddy Playgroup 1056258
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ORGANISATION DETAILS

Name	Priddy Playgroup
Address	Priddy Village Hall Priddy Wells Somerset BA5 3BE

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

Priddy playgroup has been in existence since September 1994 and usually operates from Priddy Village hall. Between late spring and autumn 2004 the group is in temporary accommodation on school grounds whilst the hall is being refurbished. The playgroup also have access to the school play ground and grassed play areas.

The playgroup is a registered charity and is managed by a committee.

Thirteen children are on roll currently. Of these five four year olds and four three year olds are in receipt of funding for nursery education. One child has special educational needs. There are no children attending with English as an additional language. The majority of children come from Priddy and surrounding villages and will go on to attend the local primary school.

The group operate from 9.15 until 11.45 on Monday, Tuesday and Thursday, term time only. I.

There are four members of staff, all of whom hold an early years qualification. Relief staff also hold appropriate qualifications.

Priddy Playgroup has teacher support from the local 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?

Priddy Playgroup offers high quality provision which helps children to make very good progress towards the early learning goals.

Staff are enthusiastic and skilled practitioners. They demonstrate a sound knowledge and understanding of the Foundation Stage curriculum by means of the well planned and implemented programme. They set exciting and interesting challenges for all children, including those who are more or less able. The assessment system is comprehensive. It shows how children are progressing along the stepping stones and is used to inform future planning. Staff deploy well during sessions, not only engaging with the children but also knowing when to stand back and to allow free play to develop. Very good use of time and resources supports thorough planning.

Behaviour management is very good. Staff are sensitive to each child's level of maturity. Staff create an environment which is conducive to learning and as a result children respond well.

Leadership and management is very good. The committee delegate the day to day running of the group and the planning of the curriculum to the staff group. However they are kept fully informed at regular meetings. Staff also meet regularly and have established ongoing self-evaluation routines which ensure that they are continually assessing their strengths and weaknesses. Evaluations of work are recorded in full. Staff access outside agencies such as "Take Art" to supplement their curriculum with extra craft, music and drama specialists.

The partnership with parents and carers is very good. Good opportunities are available for parents to be involved with their child's learning and are aware of their child's achievements and progress. The prospectus includes information on the Foundation Stage and how children's progress will be assessed. Newsletters and parents evenings ensure that parents are kept up to date. Staff value parents ideas and display weekly plans to encourage follow up activities at home.

What is being done well?

- Staff have a sound knowledge of the Foundation Stage. They have planned a very good curriculum which is well balanced across all areas of learning. Children's development and progress is well charted in the assessment system. This demonstrates the effectiveness of the plans.
- Children are involved in the planning of the curriculum and contribute ideas for topics and themes. They are recording activities and events not only through art and craft but also by taking their own photographs.
- Children are active and eager learners. They have high expectations for each

session and are ready to explore and to find out through practical activities.

- Children have good relationships with staff and each other. Good behaviour is encouraged. Both new and younger children are encouraged to settle in well and to feel part of a happy group.
- Each child is encouraged to contribute in conversation. Children are confident to offer their thoughts and ideas to problem solve and contribute to discussions. Staff offer opportunities to extend children's vocabulary.

What needs to be improved?

- opportunities for children to use their imagination in dance.

What has improved since the last inspection?

Priddy Playgroup has made very good progress since the last inspection.

The staff and committee drew up a detailed action plan to address the four key issues. This has been reviewed annually as part of the playgroup's ongoing self-assessment procedure.

Staff agreed to develop the programme for creative development with an emphasis on music, dance and craft and to extend the range of resources available to support this. The creative development programme has been improved as a result of staff attending training, providing a variety of resources and extending planning. Two members of staff attended a dance workshop however dance does not yet feature regularly in the long or short term plans.

The key issue relating to communication, language and literacy has been met in full. The book corner now benefits from comfortable seating and a new display unit. Children are seen to enjoy using this area.

The third key issue has been met by improving resources for technology, for example the remote control cars, toys and use of the school computer. Children now have regular access to materials and activities in which they can cut, join, fold and build.

Finally the programme for mathematics has been extended to give children more opportunities to record number in a variety of ways.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to feel settled, happy and ready to play and learn at Priddy Playgroup. They are actively involved in their own learning and able to concentrate and persevere at activities. Children are growing in confidence and self esteem by helping to plan and to record activities. They are able to form good relationships with adults and each other. The use of the "Golden Rules" helps children to remember how to behave co-operatively. Personal independence is encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident in using language for communication. They are able to organise their thoughts and to express their ideas as part of their learning and play. They engage in conversation throughout sessions and are keen to learn new words. Children benefit from a strong programme for phonics and are linking sounds to letters . They are developing writing skills in everyday situations. Children access information from a good range of factual books and thoroughly enjoy listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The well planned programme for maths gives children a variety of opportunities to use and recognise number and to use maths language to compare shape, size, quantity and position. Children demonstrate a developing understanding of addition and subtraction through solving simple problems such as finding enough cups and chairs at snack time. Maths is integrated into a variety of practical activities such as cookery and supported by resources designed for children to learn specific maths skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning to investigate, to find out and to record their findings. This is a key strength of the curriculum as children are becoming active and confident learners. Children make good use of their local environment and activities such as growing beans and meeting baby animals help them to observe changes in the world about them. Children are learning a sense of time and place and happily recall events in their own lives and others. Well stocked interest tables support topic work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a comprehensive range of activities both indoors and out to promote their physical development. They use large equipment to develop skills in movement and climbing. A variety of smaller tools such as knives, scissors and construction toys help to develop hand to eye co-ordination and fine motor control. Children are learning about health and bodily awareness. They know when to have a drink and why they wash their hands after using the toilet and before eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to develop their imaginations and creativity through art, design, craft, music, role play and stories. Opportunities for dance are limited. Children create role play situations with stories that develop, sometimes into a topic for the whole group to explore. These are recorded in excellent portfolios. The "Take Art" team visit to deliver clay and drama workshops. Children enjoy using musical instruments, learning about pitch and tempo and acting as the conductor at music time.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- opportunities for children to use their imagination in dance.

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.