



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 253190

DfES Number:

INSPECTION DETAILS

Inspection Date 13/01/2003
Inspector Name Anne Cooper

SETTING DETAILS

Setting Name St John's Playgroup
Setting Address St John's Church
Carlton
Notts
NG4 1BP

REGISTERED PROVIDER DETAILS

Name MRS SHARON MARGARET GUIRGIS

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
St John's playgroup is a committee run group, it opened in 1965. It operates from the St John's Church in a residential area of mixed housing on the outskirts of Nottingham. The group has access to a kitchen, toilets and a secure outside play area. The playgroup serves the local area. The playgroup is registered to provide 26 places for children aged between two and five years, their admissions policy states that they take children aged between two and a half and five years. There are currently 37 children on roll. This includes nine funded three year olds and eleven funded four year olds. The playgroup supports one child with special needs, but no children with English as a second language. Children attend a variety of sessions each week. The playgroup opens five days a week during school term times. Session last from 9:15 am to 11:45 am. They also run a lunch club until 1:10 pm each day. Five staff work regularly with the children. Three of the staff have Early Years qualifications. All staff hold a currently First Aid certificate. The setting receives support from the Nottinghamshire 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?

St John's playgroup provides a bright, friendly learning environment where children make generally good progress towards the early learning goals. A varied programme of activities is offered which supports the children's learning and promotes all six areas of development. The quality of teaching is generally good. Relationships between staff and children are very good. Staff provide lots of opportunities for children to speak and listen. They use a wide range of resources and equipment to extend children's learning and maintain interest. The outside play time is not being used effectively, as planning is not in place for children's learning. Staff have high expectations of children's behaviour and this is encouraged through positive praise and encouragement. Leadership and management of the playgroup is generally good. The staff work very well as a team, creating a welcoming atmosphere for children. The committee and staff are committed to improving standards within the setting. There are some systems in place for monitoring and evaluating the educational provision. To aid staff training the group are in the process of starting a staff appraisal system. The partnership with parents and carers is generally good. Parents are welcome in the playgroup and are kept informed of events and themes through the newsletters. Parents state that they are very happy with the service provided. At present there are no opportunities for parents to look at records and discuss their child's progress, or for them to be involved with their child's learning.

What is being done well?

Staff have very good relationships with the children, parents and carers. Children's personal, social and emotional development is very good and a strength of the setting. Children are confident and interested in the activities on offer. Behaviour is very good. Staff work well as a team to provide an interesting range of activities, they are good role models for the children and provide a harmonious learning environment.

What needs to be improved?

opportunities for parents and carers to discuss their child's progress and be more involved with their learning. development of more planned opportunities for the more able children, in number and shapes of two and three dimensions.

What has improved since the last inspection?

Additional resources have been purchased, including books and visual aids for story time. Planning shows more opportunities for large and small group time during the session. Letter of the week has been introduced, and in small groups letter worksheets are used and all children are encouraged to use letters and their phonic sounds. All six areas of learning are covered in planning. They do clearly state what

children are expected to learn. This has been addressed well and the group are looking to improve planning further. All staff have been made aware to ask opened ended questions of the children. Staff ask questions to make children think and respond.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are happy and confident in the setting, and are able to speak in familiar groups. They are confident to approach adults for their needs to be met. Children settle at chosen activities and show good concentration, in order to complete chosen tasks. They show good personal independence, with for example toileting, hand washing, and when putting on aprons and coats.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are becoming confident in their writing skills, as opportunities are provided for mark making at activities and during role-play. They are learning to write own name well. They communicate well with other children, staff and visitors and are confident speakers. They enjoy stories and handle books with care, hold them in the correct way and turn pages. Children have the ability to respond to staffs questions regarding what will happen next during activities.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children learn how to use numbers in everyday situations, staff include practical opportunities for addition and subtraction. Many children are confident with numbers up to 10, though the more able children are not sufficiently challenged to count higher. Children enjoy joining in with number rhymes and songs. Some children were not challenged sufficiently in relation to two and three dimensional shapes.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
The children use the computer, operate a camera and video recorder, confidently and with competence. Children's design and making skills are developing very well, they are able to join and make objects with purpose. Children learn about the varying cultures and beliefs of all people in the local community.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move confidently and in safety around the setting. They have a good awareness of personal space for themselves and of others. They move with very good control and co-ordination on the climbing frame and use a wide range of small and large equipment.	
CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have access to a wide range of resources which enables them to be creative in both two and three dimensions. They explore the different sounds of	

instruments and how these can be used to make a tune to accompany songs. They are given opportunities to explore colour, texture and shape through a variety of media.

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

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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
develop the partnership with parents and carers, so that they are encouraged to contribute and be fully informed about their child's learning. extend planning to ensure the more able children are sufficiently challenged in mathematics.