



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400340

DfES Number: 519517

INSPECTION DETAILS

Inspection Date	10/09/2003
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Village Playgroup
Setting Address	The Village Hall Sicklinghall Wetherby North Yorkshire LS22 4AU

REGISTERED PROVIDER DETAILS

Name	The Committee of The Village Playgroup committee
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ORGANISATION DETAILS

Name	The Village Playgroup committee
Address	U/A U/A

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

The Village Playgroup, Sicklinghall, was established in 1981. The playgroup moved to its present premises in 1997. The playgroup operates from a village hall in a rural village on the outskirts of Wetherby, in North Yorkshire. It has use of a large hall with toilet and kitchen facilities and direct access to an outdoor area which has both hard and soft surfaces. The playgroup serves the local village and surrounding areas.

There are currently twenty-four children aged from two to three years on roll. This includes seven funded three year-olds. There are no funded four year-olds. Children attend for a variety of sessions. The setting currently supports one child with special educational needs. There are no children for whom English is an additional language.

The playgroup opens for four mornings a week, during school term time only. Sessions run from 09:00 am until 12:00 noon.

The playgroup leader has an early years qualification and has overall responsibility for the day to day educational programme. She is supported by an unqualified assistant and a parents rota is used to provide additional staffing.

The playgroup receives support from a Local Authority Early Years Advisor.

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

How effective is the nursery education?

The Village Playgroup offers overall, generally good provision for children.

Children make very good progress in all areas of learning except personal social and emotional development where they make generally good progress.

The quality of teaching is generally good. Staff have a good understanding of how three-year-olds learn and use effective methods to help children progress. This includes providing a wide range of activities and resources that encourage children to use their senses to explore and positive role models as reflected in staff's practices. However on occasions, the development of children with special educational needs may be hindered because of staff's limited understanding, in helping children work towards clear learning targets. There are also missed opportunities for more able children to develop further independence, for example, when putting on coats and when washing and drying hands.

Leadership and management is generally good. There is clear commitment to improving the care and education of the setting. This includes welcoming and implementing suggestions made by the Early Years Consultant and undertaking visits to other provisions to develop good practice and skills. However the managements ability to effectively assess its own strengths and weaknesses are weakened by staff's limited knowledge and understanding of special education needs.

Partnership with parents is very good. Staff use a variety of ways to effectively communicate with parents and provide them with a range of good quality information about the provision. Staff show respect and understanding of the role of the parents and actively encourage them to be involved in their child's learning.

What is being done well?

- The children settle very well. They work well together and are able to share, take turns and are developing understanding, of what is right and wrong. They are interested, exited and motivated to learn. Some children can concentrate for fairly long periods and their behaviour is very good.
- Children interact with peers and adults confidently. They are able to listen and respond enthusiastically to songs, rhymes and stories and are developing skills in language to explore real experiences and feelings. They know how to use books and most children understand that print carries meaning. More able children are able to write their names and have knowledge of some phonic sounds.
- Some three-year-olds can count up to ten. They are able to use numbers in everyday situations and can recognise numbers from one to nine. Children

can use mathematical language to describe and compare position, shape, size and quantity. They are developing an understanding of simple subtraction through songs and practical activities, for example, by helping to get the correct number of chairs ready at snack time.

- Children learn effectively about their environment and the natural world and use their senses to find out and investigate objects. They are able to build and construct, confidently selecting tools to shape assemble and join material. They are confident in using everyday technology.
- Children are able to confidently explore colour, shape and texture. They are able to successfully explore experiences using a wide range of senses and are able to express preference. They are able to confidently sing simple songs and rhymes from memory and can explore how sounds can be changed.
- Staff have a good understanding of how three-year-olds learn and support this in a positive way. They effectively plan and provide a wide range of activities and resources in which children use their senses to explore and develop.

What needs to be improved?

- development of children's personal independence;
- support for children with special educational need.

What has improved since the last inspection?

The Village Playgroup has made very good progress since the last inspection, and this has had a positive impact on the children's learning. There are five main improvements linked to the previous key issues

Key issues one - To strengthen the partnership with parents the staff have successfully introduced photographic evidence and display these in albums for parents to access. They have also provided a parents box which holds information such as Curriculum Guidance and Sure start video's on Early Learning Goals. Staff are in the process of introducing parents evenings.

Key issue two - To improve the programme for mathematics. The staff have successfully introduced more number activities throughout the playgroup, i.e. children help to set out the correct number of chairs, at snack time. A maths display board has been introduced i.e. five fat sausages. New equipment has been purchased, i.e. wood work area has been set up, which facilitates mathematical education.

Key issues three - To improve the programme for knowledge and understanding of the world. The staff have continued to have walks and visits in their rural surroundings, and work closely and successfully with children by, asking open-ended questions and providing magnifying glasses. They also provide writing

implements with most activities and encourage their use, for example, when a child began to measure the outside equipment, staff immediately reminded and encouraged the recording of this.

Key issue four - Staff have completely re- addressed the planning system and this now successfully links to specific aspects of areas of learning and identifies the adults role.

Key issue five - To improve the organisation and deployment of staff the playgroup has extended the parent rota to include two parents per session, with committee members filling in any gaps in this rota.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle very well. They work well together and are able to share, take turns and are developing an understanding, of what is right and wrong. They play harmoniously and build good friendships and are interested excited and motivated to learn. Some children can concentrate for fairly long periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact and negotiate with peers and adults confidently. They know how to listen and respond enthusiastically to songs, rhymes and stories. Children are able to use language to explore real experiences, ideas and feelings, for example when talking about their grandparents in the circle time. They know how to use books and most children understand that print carries meaning. More able children are can write their names and have a knowledge of some phonic sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Some three-year-olds can count up to 10. They are able to use number names in everyday situations and can recognise numbers from one to nine. Children are able to use mathematical language to describe and compare position, shape, size and quantity. More able children are developing ideas to solve practical problems. They are developing an understanding of simple subtraction through songs and practical activities, for example, whilst helping to get the table ready for snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn effectively about their environment and the natural world and use their senses to find out and investigate objects. They are beginning to know about their own culture and beliefs and those of other people. Children are able to build and construct using a variety of objects, selecting tools to shape, assemble and join materials. They are confident in using everyday technology and are developing an understanding of past and present events in their lives.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to use a good range of small and large equipment safely. They are increasingly extending their confidence, co-ordination and control, for example, by creating houses with hammers and saws in the woodwork area. They effectively show spatial awareness of themselves and others and are beginning to recognise of the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to successfully and independently explore colour, shape and textures using a range of senses. They are able to confidently sing simple songs and rhymes from memory. They can enthusiastically explore how sounds can be changed and match movement to sounds, for example, when using musical instruments to match the sounds of rain.	
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

- Staff should address the following key issues in their action plan
- further develop children's personal independence skills;
- develop staffs understanding of special educational needs and of working towards clear learning targets.

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.