



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221904

DfES Number: 584752

INSPECTION DETAILS

Inspection Date	16/02/2004
Inspector Name	Veronica Sharpe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Moonbeams Playgroup
Setting Address	1 St. Catharines Road Cambridge Cambridgeshire CB4 3XJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Moonbeams Playgroup 1068848
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ORGANISATION DETAILS

Name	Moonbeams Playgroup
Address	1 St. Catharines Road Cambridge Cambridgeshire CB4 3XJ

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 provision for nursery education at Moonbeams Playgroup is of good quality overall and children are making generally good progress towards the early learning goals. Senior staff are developing a secure understanding of the early learning goals and provide a wide range of interesting activities that help children progress in all areas. However, many of these activities are adult directed which means children do not always have opportunities to explore and develop their own skills and interests. Staff have good relationships with the children and know them well, they provide good role models which helps children to behave well.

An assessment system is in place which includes daily notes to help key workers build a picture of each child's stage of development and staff work co-operatively to plan for children's next steps. The provision for children with special educational needs and English as an additional language is very effective.

The leadership and management is generally good. The manager monitors staff progress and assesses the needs of the provision through informal appraisals and regular staff meetings. There is an on going programme of professional development for the staff to ensure good practice continues to develop.

Parent's are well informed about the setting through regular newsletters and daily discussion with staff which ensures that the partnership with parents is generally good. Parents are positive about the setting and staff, however they are not well informed about the Foundation

Stage curriculum or the early learning goals. As a consequence they have a limited understanding of how their children learn through play and their expectations are low.

What is being done well?

- Children's mathematical development is progressing well, they make every day use of numbers and can count accurately up to ten. They use a variety of resources to develop their concept of numeracy and are beginning to match, pattern and sequence using matching bears and small construction.
- Children's physical skills are developing well, they make every day use of the outdoor area where there is a range of good quality equipment to help them develop skills such as pedalling, climbing and rolling hoops.
- Children have a range of enjoyable activities to help their knowledge and understanding of the world. They have daily use of a computer, which they use confidently with support from a member of staff and are beginning to experiment with other forms of technology, such as a roamer.

What needs to be improved?

- Children's opportunities to develop their confidence and independence through a range of child initiated and led activities.
- Children's opportunities to create original art and craft work and see that work displayed to enhance their self-esteem.
- Increased opportunities for children to develop their pre-writing skills, for example, in the role play area.
- Parent's knowledge and understanding of the early learning goals and the Foundation Stage curriculum so that they better understand and value the educational provision that contributes to their children's progress and development.

What has improved since the last inspection?

Overall the progress since the last inspection is generally good. The plans have been developed to show what children are learning from the provided activities. Staff have begun to use anecdotal evidence which enhances their understanding of children's attitude towards the activities. However, some activities focus on only one area of learning and this means that opportunities to include information for other areas are sometimes missed.

Staff training is on going to help them develop their good practice in presenting the curriculum. The senior staff group are well informed about the early learning goals and support the less experienced staff.

Children's communication, language and literacy is developing well, planning includes daily opportunities for children to use language and extend their vocabulary. Staff still need to extend children's opportunities for developing their pre-writing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children share resources fairly and invite other children to join in their games. They happily join in with circle time and group activities and contribute their ideas. They are beginning to show a sense of responsibility, they help to tidy up and undertake given tasks confidently. They are not always encouraged to play independently or select their own resources to extend their own learning and this can affect their motivation and ability to choose and negotiate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children share stories with staff in both small and large groups, they handle books carefully and are beginning to understand that print has meaning. They have every day opportunities to see written language, such as their name cards, and can recognise simple words and phrases. Children practice mark making in various ways but do not always have the opportunity to incorporate writing into every situations such as role-play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's mathematical skills are developing well, children can recognise numbers and can count reliably up to 10 and some beyond. They are beginning to use mathematical language such as behind, over, larger and smaller and have frequent opportunities to sequence and match. They are beginning to compare weights and volume and can work out how much playdough is needed to fill a pot.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to learn about change, they look at the weather and know that Monday follows Sunday. They use different media, such as sand, water and paint to explore colour and texture and construct two and three dimensional models in various materials. They celebrate familiar festivals such as birthdays together and learn about other cultures and religions through practical activities such as cooking and craft work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have every day opportunities for physical play. They have a well equipped outdoor play area where they pedal, run, climb and slide with confidence. They use a variety of equipment to develop their skills, such as balls and hoops and enjoy moving to music. They enjoy group games such as parachute play, which they know well. Small world toys and small construction, including woodwork, helps them develop their fine motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and texture with a variety of media, including sand, water, paint and play dough. They make models from junk and enjoy using a range of musical instruments. They enjoy music and join in enthusiastically with familiar songs and rhymes. They have a well equipped role play area, however, their opportunities to explore their creativity in role play and art are limited by the high proportion of adult led activities.	

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

- increase opportunities for children to develop their confidence and independence by providing a wide range of child initiated and child led activities.
- develop a variety of ways to keep parents and carers fully informed about the Foundation Stage curriculum and the early learning goals so parents and practitioners can work together to achieve each child's full potential.

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.