



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 115291

DfES Number: 515975

INSPECTION DETAILS

Inspection Date	04/05/2004
Inspector Name	Sue Davey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Roundabouts Playgroup
Setting Address	Southey Road Clevedon North Somerset BS21 6NY

REGISTERED PROVIDER DETAILS

Name	The Committee of Roundabouts Playgroup 1026116
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ORGANISATION DETAILS

Name	Roundabouts Playgroup
Address	Southey Road Clevedon North Somerset BS21 6NY

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

Roundabouts Playgroup was established in 1968 and moved to Southey Road in 1970. The playgroup is run by a committee.

The playgroup opens from Monday to Friday and is registered to care for 24 children between the ages of 3 and up to 5 years. There are two sessions a day: from 9.15 a.m. to 11.45 a.m. and 12.30 to 3.00 p.m. Sessions are planned and structured. There is flexibility however and children have some choice in the activities that they wish to participate in. Most children that attend are from the surrounding community.

The purpose built premises consist of a main area and small quiet area. An outdoor area situated at the rear of the building is used for outdoor play.

The playgroup has a range of records, policies and procedures required for the efficient and safe management of the provision.

There are 9 members of staff who work directly with the children. Appropriate numbers of qualified staff work with the children at all times. The playgroup provides places for children in receipt of funding.

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

How effective is the nursery education?

Roundabouts Playgroup provides good quality education and children are making generally good progress towards the early learning goals with some areas being very good.

The quality of teaching is generally good. Staff are deployed effectively and they interact well with the children but some staff do not get involved in children's play. They recognise the importance of children choosing their own activities but there is little support given to encourage children to build on their own ideas and interests. Staff act as keyworkers to individual children and regularly observe their progress. They meet together to plan activities taking good account of specific children's needs. The rising 5's pre-school group, held one afternoon per week, is led by a very experienced and skilled practitioner. The focus is on developing children's thinking and communication through active learning.

Leadership and management of the group is generally good. The leader has day to day responsibility of the setting and manages a large team of staff who mostly work on a part-time basis. Certain responsibilities are delegated to specific members of staff. Staff are given a self-evaluation form each year but as yet there is no formal system of appraisal. They also have good access to training and development. The leader evaluates daily activity plans but does not carry out any other form of monitoring of the educational provision.

Partnership with parents is also generally good. Staff talk to parents regularly about their child's progress and their development files are available to parents at any time. Parents are given good information about the daily routine and current topics. However, there is little information about the Foundation Stage. 'Busy boxes' are used as an effective home link and parents are encouraged to contribute to the letter, shape or colour of the week, thereby becoming involved in their child's learning.

What is being done well?

- Children are happy and well motivated. They engage in self-chosen activities and have good access to the toys and materials.
- Children's personal independence is very good. They are self-sufficient in many ways and cooperate well within the group.
- Opportunities for children's physical development is very good. They are well coordinated and move with confidence. The outside area provides an excellent space for a wide range of activities and children have good access to it.

What needs to be improved?

- the opportunities for children to write in meaningful situations and for staff to value their early attempts at writing
- children's access to reference books as a means to extend their interest in a chosen subject
- the support given to children to develop and extend their own ideas and interests in all areas of learning
- staff's involvement with children's spontaneous play.

What has improved since the last inspection?

Improvement since the last inspection is generally good. At that time the setting was asked to provide children with greater access to music and develop their imagination through movement. They were also asked to review their planning and assessment of activities and children's achievements.

Since then, the group has set up a music area where children can explore different instruments and experiment with sound. Records show that music and movement is a regular planned activity. Planning and assessment has also improved. Staff share their knowledge of the children and discuss ideas for future activities. They record observations of the children and use them as part of the 'Ongoing Child Profile' as designed by North Somerset's Early Years Development and Childcare Partnership.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically choose activities and quickly settle at tasks. They are able to play independently and in small or large groups. They confidently work with staff at set activities and eagerly explore new experiences. Children are very competent with regard self-help skills. For example, they manage their own personal needs, pour their own drinks and help tidy up. They are learning to take turns and share toys and are well behaved. Various festivals are explored throughout the year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They talk together during play and ask staff for support when necessary. They describe their actions and give meaning to their work. For example, a child said, "I'm making a rainbow, I saw one in my garden yesterday". Children enjoy listening to stories although reference books are rarely used. They are learning the sound of initial letters and many can read their own name. Little emphasis is given to writing for a purpose other than practising their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children eagerly demonstrate their counting skills through routine activities and most can count up to 10 saying one number name for each item. They recognise some numerals and manage simple calculation through number songs and counting on fingers. However, activities to reinforce number work are often out of context and paper based. Children use appropriate language to show their understanding of shape, size and measure. When asked if the frog was big or little the child replied, "medium".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children to understand the world around them for instance, blowing bubbles, cooking, looking at flowers and discovering 'people who help us'. They make good use of the computer and operate the software to obtain the desired result. They enjoy making music with the keyboard and wear headphones so as not to disturb others. Children design and build with a range of commercial and recycled materials. Cultural events are explored but staff have little knowledge in this area.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Indoors and outside, children make very good use of the wide range of equipment to develop their physical skills and spatial awareness. They climb, run, jump, balance, pedal wheeled toys and crawl through a tunnel. They practise throwing and catching balls and some children manage to aim and throw a ball into a high net. Children develop their manipulative skills through working with malleable materials, scissors, building with small scale construction and practising pencil control.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children create three-dimensional models and pictures with recycled boxes and collage materials. They enjoy painting and there are good displays of children's own work however this is not freely available. Children make good use of the music area where they explore a wide range of musical instruments from around the world. They join in with singing in a large group and manage to hold a tune. Children use puppets to act out stories and they dress up in costumes to enhance their role-play.	

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

- provide opportunities for children to write with a purpose in meaningful situations
- support children to develop and extend their own ideas and interests.

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.