



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511676

DfES Number: 583346

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Louise, Caroline Bonney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pippins Playgroup
Setting Address	Memorial Hall Appleshaw Andover Hampshire SP11 9AA

REGISTERED PROVIDER DETAILS

Name	The Committee of Pippins Pre-School Committee
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ORGANISATION DETAILS

Name	Pippins Pre-School Committee
Address	Memorial Hall Appleshaw Andover Hampshire SP11 9AA

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

Pippins Pre-school opened in 1996, and is a registered charity managed by a parent committee. It operates from the village hall in Appleshaw, a small village near Andover. The pre-school has access to a large hall and veranda outside, and regularly use the adjacent children's outside play area. The pre-school serves a wide geographical area.

There are currently 15 children from 2 years 9 months to under 5 years on roll. This includes 11 funded 3-year-olds, and no 4-year-olds.

Children attend a variety of sessions a week. The preschool supports children with special needs. There are no children attending who speak English as an additional language.

The pre-school opens five mornings a week during school term times. Sessions are from 09:15 until 12:00.

There are three part-time staff members working with the children. Of these, two have Early Years qualifications to NVQ level three, and one is completing training for level three.

The setting receives support from a teacher mentor, by attending meetings with local schools and pre-schools, and from the Area Special Educational Needs Co-ordinator from the 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?

Pippins Playgroup is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff interact well with children, questioning them and encouraging them to talk about their activities. They have good understanding of the Foundation Stage, and plan interesting activities. However, everyday activities are not always sufficiently used to consolidate and develop children's understanding. Staff set out a good range of resources, although popular activities can lack space. They have good knowledge of the children, and observe and assess their progress against the stepping stones. They give very good support to children who have special educational needs, and have excellent behaviour management strategies in place.

The leadership and management of the playgroup is generally good. The committee and supervisor have clearly defined roles, and work closely together to support the playgroup. The staff form a strong team, who collaborate well. They are committed to continued professional development and attend support meetings and additional training. The committee and supervisor seek and act upon external advice. The supervisor monitors and evaluates the provision, which has led to the successful development of some activity areas, and new achievement records are now in place for the children. However, more rigorous assessment is needed to further develop the delivery of the Foundation Stage.

The partnership with parents is generally good. Parents receive very good information about the provision, and have good relationships with the staff. There is an informal exchange of information between staff and parents daily. However, few parents share their children's achievement records. They are encouraged to be involved in their children's learning through displayed weekly curriculum plans and newsletters. Parents are able to attend sessions to help.

What is being done well?

- Children quickly develop very good independence. They are able to find their own names and match them to their photograph on arrival. They place their belongings in their tray, and put their artwork on the rack to dry. They take care of their personal needs, and pour their own drinks.
- Staff provide excellent opportunities for children to use their imaginations. They support role-play very well and encourage children to act out their own ideas. They also provide a craft area, where children can independently access a good range of materials, natural, made and recycled, to develop their own creative ideas. Children spontaneously dance and play instruments when a music tape is played.

- Staff develop the children's confidence and self-esteem well, and manage their behaviour consistently and sensitively. They help them to share and show care towards each other. They provide excellent role models, demonstrating how to sit at story time, or how to be polite and attentive towards each other. They use praise and encouragement, which the children respond well to.
- Children with special educational needs are included in all activities, with extra support from staff when necessary. Staff share information with parents and outside agencies to find out about their specific needs to ensure children gain as much as possible from activities.

What needs to be improved?

- mathematical awareness during everyday activities and routines to help children develop and consolidate their understanding
- physical development, to plan increased opportunities for children to move in various ways, and to access the full range of larger equipment
- opportunities for children to enjoy books and stories independently or in small groups
- system for sharing children's achievement records with parents.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the previous inspection report. Staff have attended additional training and improved access to resources to effectively deal with two of the three key issues in the previous inspection report.

These required the playgroup to improve support given to children with special educational needs, improve opportunities for children to develop writing skills, and share information with parents about their children's progress.

The supervisor is newly appointed since the previous inspection, and she is now the named special needs co-ordinator, and has attended training to develop her knowledge. There is a suitable policy now in place, and staff have regard for the Code of Practice. They support children with special educational needs very well, identifying their next steps for learning, and share information with parents and support agencies.

Staff have improved the programme for promoting the use of early writing skills. Young children make marks using paint, sand, and practise large movements as they throw balls or play parachute games. All children are able to practise emergent writing during role-play, and are well-supported by staff as they learn to write their names when labelling their work.

The supervisor has introduced new achievement records for the children, but there

is still no effective system in place for sharing these with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children settle very well and quickly gain in confidence through the staff's sensitive support. They develop trusting relationships with staff and each other, and are increasingly able to express their needs confidently. Children behave well, and staff encourage them to show care and concern towards each other. They show good levels of independence as they select their activities from those set out, put on their aprons and pour their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well, and are able to tell their news and express their needs increasingly clearly. They are beginning to plan their play together, co-ordinating their roles during role-play. They recognise their names, and can find their labelled drawer or name card at snack time. They practise pre-writing skills during a variety of activities, and increasingly write their names clearly. They enjoy stories in large groups, but do not sufficiently access books at other times.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children do simple calculation as they act out number rhymes or count how many boys and girls are present. They recognise patterns during computer games, and shapes as they complete puzzles and cut toast. They use sand and water to explore weight and volume. Children enjoy counting during activities such as registration and singing, and some count confidently up to 10. However, they are not sufficiently supported during everyday play activities to develop and reinforce their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to explore materials such as sand, water, dough and natural materials, and notice similarities in made objects, such as toy cars. They construct using a variety of kits and freely accessed recycled materials, but use a limited range of joining techniques and tools. Children develop a sense of time as they recall events or grow seeds. They learn about their community as they visit the mobile library or pond, and are aware of their own and other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children negotiate space well as they take turns to use the slide, and enjoy using the outdoor play area's swings and see-saw, and practise throwing balls. They freely access instruments to shake and strike. However, they do not have sufficient support to develop new skills or access the full range of equipment. Children develop good dexterity as they control pencils, scissors, and are spread their toast at snack time.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have independent access to a good range of natural and made materials on the craft table, although this can be cramped. They explore space and colour as they construct models with recycled materials, make collages or during free painting. They experiment with sound as they play instruments, and march and dance to music. They develop imagination well during activities such as role-play, which is well supported by staff.	

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

- develop children's mathematical awareness during everyday activities and routines to help them develop and consolidate their understanding
- planning for physical development, to increase opportunities for children to move in various ways, and to access the full range of larger equipment
- encourage children to enjoy books and stories independently or in small groups
- develop a system for sharing children's achievement records with parents.

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.