



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 218082

DfES Number: 539882

### INSPECTION DETAILS

|                 |                    |
|-----------------|--------------------|
| Inspection Date | 15/03/2004         |
| Inspector Name  | Dianne Lynn Sadler |

### SETTING DETAILS

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|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | ALDERGATE PRE - SCHOOL PLAYGROUP                                   |
| Setting Address | CENTRAL METHODIST CHURCH<br>ALDERGATE<br>TAMWORTH<br>STAFFORDSHIRE |

### REGISTERED PROVIDER DETAILS

|      |                |
|------|----------------|
| Name | MRS. A OUGHTON |
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## 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

Aldergate Playgroup opened in 2001. It comprises of a playgroup which offers sessional care for children aged two to five years.

The playgroup is open five days a week between 09.00 until 11.45, term time only. Currently 32 children attend the playgroup throughout the week. They are drawn from the local community and attend for a variety of sessions. None of the children speak English as an additional language and the setting supports children with special needs. Currently, twenty one children receive funding for nursery education, eighteen are aged three-years-old and the others are four-years-old.

The playgroup is based in a large hall within the Central Methodist Church. There is a large hall, large room for physical play and a kitchen available for the children. There is a small outdoor play area.

Four full-time staff work in the playgroup and a number of volunteers. All the staff hold an early years qualification to NVQ level 2 or 3. Staff receive support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Aldergate Playgroup offers good quality provision overall. Children make generally good progress towards the early learning goals, within a stimulating environment offering separate work areas linked to the six areas of learning that promote choice and independence.

The quality of the teaching is generally good. Staff have a generally good understanding of the foundation stage. Clear, educational plans are organised, however short and medium term plans do not cover every area of learning adequately. Activities are well presented, however staff do not make the most of all opportunities in planned, spontaneous and routine play to develop children's mathematical, literacy and self help skills. There is also insufficient challenge for older and more able children especially in maths. Staff listen to what children say and extend children's learning by encouraging them to think and express their ideas and feelings. Staff manage children's behaviour very well, having clear, consistent expectations.

The leadership and management of the group are very good. Staff work well as a team and are included in assessments carried out with the children, as well as receiving sufficient guidance to develop knowledge and confidence in organising planning for children's future learning. Communication is effective and there is a commitment to further training. The group are good at identifying their strengths and weaknesses and have plans in place to make them more effective.

The partnership with parents is very good. Staff work very closely with parents and there are good opportunities for parents to receive and discuss information about the provision and children's development. Parents are encouraged to participate and support their children's learning and are included in assessing the children's progress. This ensures good links between home and playgroup.

### What is being done well?

- Staff have consistent and clear expectations of the children's behaviour, which are discussed regularly with the children during the session.
- Staff listen to what children say and extend their learning by encouraging them to think and express their ideas and feelings.
- Staff use the available space and resources effectively to ensure children progress through all the six areas of learning, especially in physical play, with a designated room and outdoor play area.
- Staff develop good relationships with the parents, who are encouraged to participate and be involved in the children's learning and assessments. This ensures good links between home and playgroup.

- Children's experience and development particularly in creative and physical play and knowledge and understanding of the world.

**What needs to be improved?**

- children's opportunities to develop self help skills and independence, mathematics and literacy skills in spontaneous routine and planned activities
- staff to provide more challenge for older and more able children, especially in the area of maths
- organisation of medium and short term plans to clearly show all areas of learning.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

All children are interested in the activities offered and are able to sit and concentrate for appropriate periods of time. Staff have consistent and clear expectations of the children's behaviour which are discussed regularly during the session. Separate work areas within the room enable children to choose resources for themselves and work independently and as part of a group. Children show care and consideration to each other and are forming good relationships with their peer group and adults.

### COMMUNICATION, LANGUAGE AND LITERACY

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children listen well to stories and are able to use prediction and language and communication to extend thinking. They are able to confidently communicate ideas and feelings with peers and adults. Children are developing an enjoyment of books and demonstrate an understanding of how to use them. Children are able to recognise their own names and are beginning to write these correctly with well-formed letters, however there are insufficient planned activities to encourage this.

### MATHEMATICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are able to count to 10 and there are plans for children to recognise numbers up to 3, however there is insufficient challenge for older or more able children. Children are not encouraged to use maths in spontaneous play and plans show only one planned activity per week. Numbers are not used as labels. All children are developing a good understanding of calculation and are able to recognise shape, size and quantities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are able to discuss their families, past and future events with competence. They are also able to investigate and explore a range of objects and materials, the natural world and the community in which they live. Children learn about other cultures and beliefs as well as their own.

### PHYSICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are able to develop a sense of space, skills and awareness of their own bodies. They access a wide range of large and small equipment to develop fine motor and gross motor skills, using a large designated room. Sessions are well planned for children to experience exercise daily, both indoors and outdoors.

|  |           |
|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children have plenty of opportunities to explore colour, texture, shape, form and music. Children are encouraged to use their imagination and express their ideas, thoughts and feelings in a variety of activities. Children confidently recite nursery rhymes from memory in small group situations. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |

### **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 children with opportunities to develop their skills in self help skills, literacy and maths, in spontaneous, planned and routine activities
- ensure short and medium term plans clearly show how all areas of learning are covered.

*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.*