



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113454

DfES Number: 515728

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Caroline Bishop

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cuckfield Pre-School Playgroup
Setting Address The Youth Club
London Road
Cuckfield
West Sussex
RH17 5BD

REGISTERED PROVIDER DETAILS

Name The Committee of Cuckfield Pre-School Playgroup 1005708

ORGANISATION DETAILS

Name Cuckfield Pre-School Playgroup
Address The Youth Club
London Road
Cuckfield
West Sussex
RH17 5BD

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

Cuckfield Pre-School Playgroup was established over 30 years ago and moved to its present site in 1990. It is run by a committee of parents, and is situated in a building, also used by the Youth Club, adjacent to the grounds of the local primary school on the outskirts of the large Sussex village of Cuckfield.

The group uses two large rooms, and there is easy access to a good-sized enclosed garden, with grass and hard surface areas.

It is open from 09.15 to 12.00 on Tuesdays, Thursdays and Fridays, and from 09.00 to 13.00 on Mondays and Wednesdays during term times. In the Summer term only the Wednesday sessions run from 09.00 to 15.30 for older children.

There are 44 children on roll, aged between two-and-a-half and five years, including 15 funded four-year-olds and 25 funded three-year-olds. The group is registered to take up to 26 children at any one session. Staff have experience of working with children with special educational needs.

There are nine members of staff, led by the senior supervisor, with at least five members of staff present each morning. All members of staff have relevant training and qualifications, and some have many years experience at the Playgroup. Parents are invited to join in as helpers. Children come from a variety of backgrounds, and live mainly in Cuckfield and the surrounding villages. There are very good links with the local Primary School where the majority of children move on to, and the playgroup is a member of the Playgroup Network and Pre-School Learning Alliance.

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

How effective is the nursery education?

Nursery education at Cuckfield Pre-School Playgroup is of high quality and children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have high expectations for children's learning and are conscientious in helping children extend their learning. Plans are clear, informative and include all children. Very good teaching methods encourage confidence; self-esteem and children respond well to appropriate and interesting challenges. Staff are enthusiastic, explain clearly and organise teaching well. They use effective behaviour strategies which encourage positive and considerate attitudes. A very good assessment system gives clear records of children's progress and any concerns. It is used well to identify what children need to learn next. Effective strategies are in place to support children with special educational needs, they are integrate well and make good progress.

Leadership and management are very good. They are clear aims and purpose in what the group is doing, and the senior supervisor provides strong leadership. All staff have high expectations for children's learning and carry out their roles and responsibilities confidently and effectively. Staff share new ideas and possible improvements, work well together using effective teaching strategies and are conscientious in the need to continue monitoring and improving. There are good links with the local primary school and other professionals.

Partnership with parents is very good. Parents receive useful details about the group, its organisation and activities. Parents share information about children's interests, skills and concerns, which staff use in planning and teaching. There is good communication between parents and staff. Informal and formal discussions keep parents well informed and provide good opportunities to discuss any concerns. Parents help at the group and are aware of what children do so they can continue some learning at home.

What is being done well?

- Children show curiosity in their environment as they ask questions, do experiments and attempt to solve problems. Well-planned activities stimulate children's interest and encourage investigative attitudes.
- Very good organisation of resources and teaching ensures that all children respond to challenges which are suitable for their maturity and stage of learning.
- Children use mathematical language very well in practical activities which help them to practise mathematical skills, consolidate their understanding, make improvements to their work and attempt to solve mathematical

problems.

- Children's language and communication skills are very good and staff encourage children to use language to further their thinking.
- Children make choices confidently and are encouraged to become independent learners as they learn to be self-sufficient and confident in making decisions and suggesting ideas.

What needs to be improved?

- the attention given to increasing more able children's skills in writing letter shapes and words.

What has improved since the last inspection?

In the last inspection points for consideration included improving the planning system to show clear learning objectives and how to adapt activities for more able children, expanding the assessment system to tie in with the six areas of learning, and providing more opportunities for children to develop their writing skills.

Very good progress has been made since the last inspection.

The staff have re-organised and improved the planning system, which now shows clear aims for learning and appropriate challenges for more able children. It gives a more detailed guide for teaching, ensures all children are included and has a positive effect on helping children to make progress.

The assessment system has been re-designed and improved. It gives clear records of information about individual children's progress towards all the early learning goals and is used well to help children move forward in their learning.

Children have more opportunities to experiment with writing and use writing materials regularly in different situations. They use marks and some letter shapes as part of their play, writing tickets for the train in role-play and 'writing' postcards which they post to a friend, but children still have limited opportunities to improve their writing as they gain control.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily, become quickly absorbed in activities of their choice and persevere well when building and refining models. They are keen to attempt new games and respond confidently when trying new foods. Children share and take turns playing games, are polite at snack time and respond well to direction from staff. They are considerate and show a developing understanding for the need to respect other people's views and needs. Children make choices confidently and are enthusiastic.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently, express their own ideas, make suggestions and ask questions. They use a very good range of vocabulary and learn good discussion skills, listening to others and taking turns in speaking. Children use books for different purposes and practise writing in role-play, taking reservations at the travel agent and using clipboards for taking orders at the building site. However, there are limited opportunities for more able children to increase their skills in writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use a range of mathematical language and extend their understanding and skills throughout sessions in planned and free-play activities. They use numbers when playing hopscotch and using telephones and calculators, and show interest in numbers and counting. Children practise simple addition and subtraction, and respond confidently when working out solutions to mathematical problems. They compare shapes, use positional language, explore measurement, make graphs and recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity in their environment, ask questions, do experiments and attempt to solve problems. They learn about how some things happen, and observe changes in substances when cooking and changes in life cycles when hatching butterflies. They experiment with construction, refining their models to make improvements, and use a very good range of IT equipment. Children learn about their local environment on walks and using maps, and develop respect and understanding of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively inside and out, practise moving different parts of their body doing action songs and planned movement sessions, and show increasing co-ordination using dressing up clothes. A variety of equipment is used to challenge children's movements in different ways. Children develop increasing control of their hands, using a range of construction equipment and tools. They learn about personal hygiene, healthy eating and the effects of exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore what happens when colours mix, feel different textures using collage materials, shells and sand, use dough and clay, and create large 3D models. They use and extend their imaginative skills through well-planned and supported role-play, and experiment with sound when singing, using percussion instruments and making sound effects. Children suggest their own ideas, draw and paint their own representation of things they see, explore tastes and talk about their likes and dislikes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the support given to more able children to increase their skills in writing letter shapes and words and opportunities to write for a purpose, such as writing names to label work or writing captions.

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.