



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 319266

DfES Number: 518719

INSPECTION DETAILS

Inspection Date 04/04/2003
Inspector Name Patricia Lowe

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Parkway Playgroup
Setting Address Knoplaw 1st School
Hillhead Parkway
CHAPEL HOUSE ESTATE
Newcastle Upon Tyne
NE5 1LH

REGISTERED PROVIDER DETAILS

Name Parkway Playgroup

ORGANISATION DETAILS

Name Parkway Playgroup
Address Knoplaw 1st School
Hillhead Parkway
CHAPEL HOUSE ESTATE
Newcastle Upon Tyne
NE5 1LH

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

Parkway Playgroup provides sessional care and education for pre-school children from local residential areas. The accommodation is a self-contained mobile unit within the grounds of Knoplaw First School which is situated within a residential estate. The unit consists of a closed classroom, accessed through the entrance area which houses the cloakroom and toilet block. The playgroup has access to the main hall of the school for physical activities, as well as use of grass and paved areas for outdoor activities.

The playgroup operates on Monday, Tuesday, Wednesday and Friday of each week, term-time only. Sessions run from 9:00 a.m. until 11:30 a.m.

The playgroup is registered for 20 children aged from three years to five years, but only takes a maximum of 16 children at any one time. There are 16 children on the register, including eight three year olds and eight four year olds. Funding is received for all the children attending. None of the children speak English as an additional language, or have special educational needs.

There are four paid staff members. Since the last inspection two new joint leaders have been appointed to run the playgroup. One of the two assistants joined the staff a few weeks prior to this inspection. There is also a volunteer helper. All staff work directly with the children. The playgroup does not follow a particular teaching method, but emphasises learning through play.

The playgroup is a member of the Playgroup Network and is supported by the local Early Years Development Childcare Partnership. They receive advice, support and training opportunities from both and have contact with Early Years and Early Education Consultants.

Two new joint leaders have been appointed to run the playgroup three weeks after the last inspection. They have made changes to the layout and curriculum of the playgroup and have implemented planning and assessment procedures based on the Curriculum Guidance for the Foundation Stage and the Early Learning Goals.

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

How effective is the nursery education?

Parkway Playgroup provides a welcoming atmosphere where children settle well and make good progress towards the early learning goals. They make generally good progress in most areas of learning, with very good progress in the area of knowledge and understanding of the world.

The quality of teaching is generally good. Staff are enthusiastic and work well together to provide a varied and interesting curriculum that enables children to successfully learn. They have a sound understanding of the early learning goals, which they use to provide a range of adult and child initiated activities. Planning and assessment is generally good and used to help children make good progress in all six areas of learning. However, four year olds have limited opportunities to develop independent play and learning, in extending their skills in writing, using a wide range of tools and materials, and using shape in everyday activities. Interaction with children is good. Staff have high expectations of children's behaviour and this has a positive impact on relationships in the playgroup.

Leadership and management of the group is generally good. Staff are aware of their roles and responsibilities and the day to day running of the playgroup works well.

Staff are involved in developing their planning, assessment and monitoring practices and have regular contact with Early Years co-ordinators, to further improve the provision. Staff are undertaking further training, and have weekly planning and review sessions to maintain and improve standards.

Partnership with parents is very good. Parents are provided with a very comprehensive and detailed range of written information about the playgroup organisation and the activities provided. Regular, verbal and written information results in them being well informed about the achievements and progress of their children. They are actively encouraged to become involved in activities and to share what they know about their child.

What is being done well?

- Children are becoming aware of and gaining knowledge of the cultures and beliefs of others.
- Children are confident and keen to participate in listening to and recalling stories and events.
- Children are enhancing their imagination and expressing their ideas through music, story and the use of different creative materials.
- Partnership with parents is positive and effective. Staff provide parents with comprehensive information about the playgroup and their children's progress.

What needs to be improved?

- Four year old children's independence in selecting resources and initiating their own activities and learning.
- The monitoring and evaluation of the provision for four year olds in all areas of learning apart from knowledge and understanding of the world.

What has improved since the last inspection?

Children can now easily see, reach and choose activities within all areas of the setting.

Partnership with parents has been positively and well developed.

Staff have undertaken additional training to further develop and improve their planning and assessment which has further improved the quality of their teaching.

Children now have some access to large apparatus and physical activities in the school hall.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children are confident in expressing their ideas and needs, and work well in small and large groups. Relationships are positive and their behaviour is good. They are interested in the activities available and concentrate well during whole group activities. Children manage their own toilet, dress and hygiene. Four year olds have limited opportunities to select resources and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Children enjoy and respond to songs and stories, and talk about their families and events. All children recognise their names and some written letters and words. Labels, letters and pictures around the room reinforces their learning. Children incorporate mark making into various activities such as the role play shop. Four year olds have limited opportunities to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. All children count to ten and some recognise most written numerals. Children use numbers, addition and subtraction in some activities, for example 'counting songs' and snack time. They use their learning of patterns and shapes in creative activities such as wall friezes. Four year olds are limited in their use and language of shapes in every day tasks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children very confidently and spontaneously talk about people and events in their lives, and take an active interest in their environment. They design and construct well with a variety of materials, investigate and explore, and use computer and camera to record activities. Children are gaining awareness and knowledge of the food, dress and celebrations of other cultures, for example Diwali, Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. Children use all inside and outside areas confidently and safely, with regard for other people. They enjoy taking part in action songs, stories with props and music and movement sessions, eg a caterpillar or butterfly. They successfully manipulate large and small items during activities. Restricted space limits opportunities for four year olds to develop and practice large-scale movements of climbing, balancing and running.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children engage in songs throughout the session, and show interest in sounds and music. They use role play such as the shop, to enhance their imagination and reinforce their personal experiences. Children recognise colours, and produce structures using a variety of materials and textures, for example, papier mache goat heads. Four year olds are limited in their choice and range of real and natural tools and materials.

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

- further develop planning so that the balance of child and adult-initiated activities enables four year old children to be more independent, select resources and initiate learning.
- further develop assessment for four year olds to ensure they improve their writing skills and their use of shape and language of shape.

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.