



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113761

DfES Number: 513908

### INSPECTION DETAILS

|                 |                 |
|-----------------|-----------------|
| Inspection Date | 30/03/2004      |
| Inspector Name  | Chris Mackinnon |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | The Crickets Playgroup   |
| Setting Address | St Johns Pavillion<br>Park Road<br>Burgess Hill<br>West Sussex<br>RH15 8HG |

### REGISTERED PROVIDER DETAILS

|      |   |
|------|---|
| Name | The Committee of The Crickets Playgroup |
|------|---|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | The Crickets Playgroup   |
| Address | St Johns Pavillion<br>Park Road<br>Burgess Hill<br>West Sussex<br>RH15 8HG |

## 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

Crickets Playgroup opened in 1994. It operates from a sports pavilion in St John's Park in Burgess Hill. The playgroup serves the local area.

There are currently 33 children from 2 to 5 years on roll. This includes 19 funded three-year-olds and 11 funded four-year-olds. Children attend for a variety of sessions. The setting is not currently supporting any children with special needs or English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 12:00, with an afternoon session on Mondays from 12:30 to 14:30

There are three full time and two part-time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership and the playgroup is a member of the Pre-School Learning Alliance.

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

### **How effective is the nursery education?**

The provision of nursery education at Crickets Playgroup is acceptable and of good quality. It enables children to make very good progress towards the early learning goals in communication, language and literacy, physical development and creative development and generally good progress in all other areas of learning.

The overall quality of the teaching is generally good. Staff have a good knowledge and understanding of the foundation stage and the children receive a balanced range of practical activities. Staff are able to extend children's learning across all the learning goals, but there is a need to improve staff use of assessment.

The quality of the setting's leadership and management is generally good. The learning curriculum and staff deployment provide children with good support to make progress, but there is a need to revise the planning to improve two learning areas. The staff prepare the older children well for school attendance, demonstrating their commitment to the improvement of care and education for all children. A new planning and assessment system has recently been introduced and there is a need to develop the setting's use of assessment and records for children's development. Staff are experienced and suitably qualified and are effective in evaluating the overall effectiveness of the setting's nursery education.

The partnership with parents is generally good. Parents are provided with clear details on the early learning goals and have access to children's key workers. Parents have access to written information on their child's progress but need more information on the weekly topics and learning themes. Parents also need to be more involved with children's individual development profiles.

### **What is being done well?**

- children are well behaved, co-operate and are motivated to learn
- children use language well, learn new words and develop good writing skills
- children are physically confident and use a range of equipment well
- children are encouraged to be creative and imaginative during activities
- staff extend learning well across all six areas of learning

### **What needs to be improved?**

- challenges for children in Mathematical Development and Knowledge Of the World;
- staff use of observation and assessment;

- information for parents on the early learning themes and involvement in children's profiles;
- planning of the early learning curriculum to include more activities in Mathematical development and Information and Communication Technology.

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

Since the last inspection the assessment of children's development has been more closely linked to the planning of the early learning programme.

An outside play area is now available with full programme of physical activities provided

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are interested and motivated to learn, are confident with new activities and speak well in a group. Children are building good relationships which are well supported by staff. Children's behaviour is very good with staff providing well managed activities that encourage sharing and taking turns, but more opportunities need to be provided for children to explore feelings. Children are able to concentrate and work independently

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children speak confidently and staff provide many opportunities to extend language skills during many activities. Children attempt writing during role-play and in planned activities, with children writing their names and learning to form letters very well. Children use language creatively and are able to express their ideas well. Children enjoy stories and are well supported with their reading, with staff providing a range of written texts and books.

### MATHEMATICAL DEVELOPMENT

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

Staff provide activities to encourage counting and recognition of numbers. Staff also explore shapes, sizes with the children, with opportunities provided for children to explore addition and subtraction. Children explore counting and numbers in everyday activities, but there is a need to provide more mathematical challenges for children

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Staff encourage children to explore and identify features of the local and wider world. Children investigate a variety of materials and have access to living things. Staff encourage the investigation of similarities and differences and opportunities are provided for children to explore a sense of time. Children have limited access to communication technology and more opportunities need to be provided for children to explore a sense of place

### PHYSICAL DEVELOPMENT

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

Children move with confidence and with a growing awareness of each other. Children are encouraged to have an awareness of their health and enjoy being active and expressive physically. Children can climb and balance and use small and large equipment very well. Children use a good range of tools and materials easily. Staff provide a very good range of outdoor games and activities, that challenge children physically and encourage control and co-ordination.

|   |           |
|---|-----------|
| <b>CREATIVE DEVELOPMENT</b>   |           |
| Judgement:  | Very Good |
| Children explore a good range of media and materials, experiencing colour, shape and texture. Children express and communicate their ideas well, through role-play and imaginative play-themes, which include art and design, building, singing and music. Staff encourage the children well to respond to what they see and hear, also with touch and texture. Children use their imaginations well during their play and learning and are able to influence the development of activities |           |
| <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 more challenges for children in mathematical development and knowledge of the world;
- improve staff use of assessment and observation;
- provide parents with more information on the early learning themes and involve parents in children's development profiles;
- develop the curriculum planning to provide more activities in Mathematical Development and Information and Communication Technology.

*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.*