



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 116705

DfES Number: 515739

INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Glenda Pownall

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Moor Lane Playgroup
Setting Address	Sunnybank Methodist Church Hall Moor Lane, Downley High Wycombe Buckinghamshire HP13 5YP

REGISTERED PROVIDER DETAILS

Name	Catharine Piercy
------	------------------

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

Moor Lane Playgroup opened over 30 years ago. It operates from Sunnybank Methodist Church Hall in the village of Downley, on the outskirts of High Wycombe. The playgroup serves children living in the local area.

There are currently 36 children from two and a half years to five years on roll. This includes 22 funded 3 year olds and 5 funded 4 year olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15 until 12.00.

Eight staff work with the children. There is an action plan in place to ensure at least half the staff gain a level 2 qualification and the supervisor gains a level 3 qualification. The setting receives support 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?

Moor Lane Playgroup offers acceptable nursery education where children's progress towards the early learning goals is limited by some significant weaknesses. It's strength is in behaviour management and physical development.

Teaching is acceptable with some significant weaknesses. Most staff have a working knowledge of the early learning goals. They use their own initiative in one to one situations to encourage children to think for themselves. Planning covers all areas of learning but the planned learning intention is not always carried out in practise. The assessment system does not record children's interests, possible difficulties or next steps in learning. There is an effective system in place to support children with special educational needs. Staff work well together as a team. They are polite and courteous to each other and children. They offer lots of praise and encouragement. The children behave very well.

Leadership and management is acceptable with some significant weaknesses. Some staff are attending training courses. This will enable them to put theory into practise to improve the care and education for all children. There is a good range of resources to support all areas of learning but staff are not effectively deployed at activities to support children's learning. Children walk away from activities as they do not know what to do. The education curriculum is monitored by the owner through observation whilst working in the setting. This is not effective in ensuring that the needs of all children are met. For example by providing sufficient challenge for older more able children.

Partnership with parents is generally good. Staff and management have good relationships with parents. Termly newsletters and a notice board keep parents informed of the day to day running of the group. Parents are able to speak to staff at either end of the session. Parents are not informed of their child's progress towards the early learning goals.

What is being done well?

- Access to a good range of activities to develop large-scale muscles ensures that children's progress in physical development is good.
- Staff's management of behaviour is good. They reinforce good behaviour by offering lots of praise and encouragement. The children behave very well.
- Children use speech well to relay factual information and develop imaginary stories.
- Staff act as good role models. They work well together and are polite and courteous to the children and each other. The children leave carers willingly and have a warm relationship with the staff team.

What needs to be improved?

- teaching, to ensure staff are effectively deployed at activities to support children's learning and provide sufficient challenge for all children
- assessment and planning systems, to ensure staff are able to accurately identify what individual children can do, what they need to do next and share the records with parents
- opportunities for children to access activities to progress their understanding of shape, size and calculation
- opportunities to link sounds to letters, to access name cards and attempt to write names and write for a variety of purposes in everyday activities.

What has improved since the last inspection?

The setting has made limited progress since the last inspection and significant weaknesses in teaching and learning remain. Half the staff are attending training courses to improve their knowledge of the early learning goals and most staff now have a working knowledge of the early learning goals. Planning now covers most aspects of learning. There is no variation to planned activities to meet the needs of more able children. The assessment system is not used to guide planning.

Daily opportunities are provided for mark making. There are few opportunities to link sounds to letters. Children's access to practical problem solving and calculation work is very limited. All children now have equal access to all resources.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children relate confidently to each other and adults. Staff reinforce good behaviour by offering praise and encouragement. The children are very well behaved, they work together and share resources. Children willingly leave their carer to participate in available activities. They work independently at a variety of activities. Children cannot always complete tasks due to the noisy environment. Staff are not always effectively deployed at activities that require adult support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
------------	------------------------

Children are confident to speak in group situations. They use speech well to relay factual information and develop imaginary stories. Children are developing good listening skills. They listen with enjoyment to stories and follow instructions. Children's progress is limited by very few chances to link sounds to letters and no adult support at these activities. Limited access to name cards or the opportunity to attempt to write names or write for a variety of purposes in everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children can count to 10 and beyond. They sing number songs such as 'five little ducks' to develop an understanding of calculation. Some staff use their initiative and ask carefully framed questions such as 'how many', 'how many more'. Good resources are available to support children's mathematical development. Children's progress is limited by ineffective teaching. There are many missed opportunities to increase children's awareness of shape, size and calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children learn about the natural world through a variety of topics. Such as blossom and flowers, lambs, rabbits and frogs. They have regular opportunities to explore the local environment through walks on the common, to the duck pond and to see lambing. Children have some opportunities to design and construct using their own ideas. Children are learning about their own cultures and beliefs but have few chances to develop an awareness of those of other people.

PHYSICAL DEVELOPMENT

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

Children access a good variety of activities to develop large-scale muscles. They are developing confidence in climbing, balancing and jumping. Children show good co-ordination and spatial awareness. Many of the children are able to control pencils, paintbrushes and scissors through a range of activities provided to increase their manipulative and small-muscle skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enjoy singing songs from memory and music and movement activities. They respond enthusiastically to new experiences and are confident in communicating their thoughts and ideas. For example the large climbing frame stimulated a small group imaginative play. Artwork displayed in the setting is adult directed. Some staff do not always give children the chance to create their own models. Children have some opportunities to select resources to use in creative activities.</p>	

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop teaching skills, to ensure staff are effectively deployed at activities to support children's learning and provide sufficient challenge for all children
- implement effective assessment and planning systems, to ensure staff are able to accurately identify what individual children can do, what they need to do next and share the records with parents
- provide opportunities for children to access activities to progress their understanding of shape, size and calculation
- provide opportunities for children to link sounds to letters, to access name cards and attempt to write names and write for a variety of purposes in everyday activities.

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.