



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 253469

DfES Number: 582299

### INSPECTION DETAILS

Inspection Date	07/02/2005
Inspector Name	Beverly Kemp-Russell

### SETTING DETAILS

Day Care Type	Sessional Day Care, Creche Day Care
Setting Name	Scampton Playmates
Setting Address	The Playhouse Gibson Road Scampton Lincoln Lincolnshire LN1 2TR

### REGISTERED PROVIDER DETAILS

Name	The Committee of Scampton Playmates Committee
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### ORGANISATION DETAILS

Name	Scampton Playmates Committee
Address	The Playhouse Gibson Road Scampton Lincoln Lincolnshire LN1 2TR

## 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

Scampton Playmates opened in 1999. It operates from premises situated on the RAF base at Scampton, Lincoln. A maximum of 60 children may attend the setting at any one time. The group is open each weekday from 09:15 to 12:00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 47 children on roll aged from 1 to 5 years. Of these children 20 receive funding for nursery education. The setting supports the local community and surrounding areas. The setting supports a number of children with special educational needs.

The setting employs 9 staff. Five of the staff including the managers hold appropriate early years qualifications. Four staff are working towards.

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

### How effective is the nursery education?

Scampton Playmates provides nursery education, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good and staff have an awareness of the early learning goals. However, their understanding of the learning intentions for focused activities leads to some missed opportunities to challenge and extend more able children's learning. Activities and resources are organised to enable children to make choices, building their confidence and self esteem. Staff organise the play space and resources to create an interesting, rich learning environment. Resources that reflect diversity are limited.

Planned activities are presented in an enthusiastic manner, and provide a balanced curriculum. Staff record observations of children, and assessments clearly identify children's progress along the stepping stones. Staff promote children's behaviour by positive reinforcement but are not clear about managing a range of children's behaviour. The setting has systems in place, including documentation to support children with special educational needs.

The leadership and management is generally good. The manager's show a constructive approach to reviewing their organisation and to developing improvement for any areas identified from this inspection. Staff work directly with the children and show a genuine interest in what they say and do. They use questioning techniques to extend children's learning. Staff work as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are good.

Staff have developed positive relationships with parents and carers. They receive written and verbal communication linked to the educational provision and any planned events. Parents are encouraged to be involved in their children's learning but current systems are to be improved and formalised. An effective key worker system supports this.

### What is being done well?

- The partnership with parents and carers is good. Staff have developed positive relationships with them. An effective key worker system supports this. Parents receive written and verbal information linked to the educational provision and planned events.
- Staff work as a team and there is a commitment to provide a good quality service for all children
- Activities and resources are organised to enable children to make their own choices, building their confidence and self esteem.

- Staff have good relationships with children. They use questioning techniques to extend their learning.
- Staff organise the play space and learning resources to create a rich and interesting learning environment.

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

- staff's management of a wide range of children's behaviour to ensure that children are clear about boundaries within the setting and self control
- develop staff's knowledge of the foundation stage and their understanding of the learning intentions for focused activities to ensure children's learning and development is extended and challenged
- the current procedures for including parents in their children's learning
- resources that reflect diversity to support planned activities provided.

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

At the last inspection two key issues were raised;

to encourage older children to speak more quietly and to use their listening skills effectively for different purposes and to introduce them to conversations that encourage their listening skills and speaking to children at an appropriate level.

Staff have taken advice from the EYDCP and they are offering support by giving staff strategies and ideas in behaviour management. Staff have not yet attended training but this is a planned area for development.

the setting was also asked to further develop the process in place for assessing and recording children's progress and attainment along the stepping stones towards the early learning goals.

The EYDCP has offered support and introduced new assessment records. These observations and assessments have identified what children need to learn next and show their progress along the stepping stones towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident to try new activities and speak in familiar groups. They separate from their main carer with support. They have a developing awareness of their own views and feelings but do not always begin to accept the needs of others or have an awareness of the behavioural expectations within the setting. They show willingness to tackle problems and enjoy self chosen challenges. There are missed opportunities to develop children's independence skills particularly at meal times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use books appropriately and enjoy stories. They are able to use language effectively, for negotiating and expressing imaginative ideas within their play. Children can recognise their name and are starting to associate meaning to print. They have some opportunities for mark making. However, opportunities for children to write for a variety of purposes are limited and there is little evidence of children learning to write. Staff use questioning techniques to develop children's language.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count to nine and above. They are developing an ability to recognise and follow simple patterns. They are using mathematical language, for example, more/less and developing knowledge and understanding of space and measurement. There are missed opportunities for children to use mathematical ideas and methods to solve practical problems and to say and use number and names in familiar context.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have developing ability to use information technology, including programmable toys and a computer, which support their learning in other areas but not frequently enough. They have a sense of place within their local environment but are not fully developing awareness of other cultures and beliefs. Children explore and study living materials, developing knowledge of why things happen and patterns of change. They select materials and use construction techniques.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children access a variety of resources which help them to develop physically. They use a variety of tools with good control to make changes to materials, to shape and construct. They are able to move confidently around each other, showing good balance and spatial awareness. There are opportunities for children to use large equipment and develop large body movements but more able children are not provided with sufficient challenge to extend their skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their imagination through role play activities and music. They recognise and explore sounds and match movements to music. Children communicate their ideas by using a widening range of materials and tools in activities that are adult directed. However, there are too few opportunities for children to develop their imagination through creative 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**

- Key issues:
- develop staff's knowledge of the foundation stage and their understanding of the learning intentions for focused activities to ensure children's learning and development is extended and challenged
- improve staff's knowledge of managing a wide range of children's behaviour
- formalise procedures for including parents in their children's learning.

*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.*