



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226920

DfES Number: 514523

INSPECTION DETAILS

Inspection Date 12/12/2002
Inspector Name Fiona Stephenson

SETTING DETAILS

Setting Name Trinity Methodist Playgroup
Setting Address Trinity Methodist Church
Leicester
Leicestershire
LE3 1FH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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
Trinity Methodist Playgroup is a private playgroup run by a committee. The group are registered to provide sessional care for 24 children aged from two to five years. The group operate from the Trinity Methodist church hall. It is situated off the Narborough Road and serves the local community of Braunstone. The group operates four mornings a week, between 9.30am and 12pm. There is currently one funded four year old and two funded three year olds on register. There are no children currently on register who have special educational needs, or for whom English is an additional language. There are four members of staff, three of whom are currently working towards gaining a childcare qualification. The group is a member of the Pre School Learning Alliance and has input from the Foundation Stage Support team.

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

How effective is the nursery education?

Overall progress towards the early learning goals is generally good. Progress in physical development is very good and partnership with parents has significant weaknesses. The quality of teaching is generally good. Staff have an improving knowledge and understanding of the early learning goals and stepping stones. Children are interested and enjoy the activities planned for them. There is a good range of resources which staff make good use of to support learning. The staff have effective behaviour management strategies, and children behave well. Staff's use of individual assessments to inform the planning process is limited and as a result more able children are insufficiently challenged. Leadership and Management is generally good. The current leader has taken over since the last inspection of the Educational provision. She has worked with the staff group to improve the standard of provision. Staff have an improving knowledge of the Stepping Stones towards the Early Learning Goals through their commitment to training. External human resources have been utilised to support staff in moving towards a more effective curriculum. Partnership with parents and carers has significant weaknesses. Parents receive little information about the setting. Parents are not well informed about their child's achievement and progress, and there is insufficient opportunity for parents to be involved with their child's learning.

What is being done well?

Management of the setting is good. Good leadership is ensuring the setting continues to move forward in developing its programme of teaching. Children's physical development is very good. An excellent range of physical activities and competent teaching ensure that children's progress in this area is very good. Children's personal, social and emotional development is good. Children are interested and motivated to learn. They make good relationships with their peers and adults, have personal independence, and understand right and wrong. Planned number activities and labels for counting assist children in making very good progress in number recognition and counting. Creative development for 3 year olds is good, in particular the use of imagination, and music.

What needs to be improved?

Staff's assessment of where individual children are in their learning to help them move to the next stage. Opportunities for children to develop their mathematical understanding through pattern work, and simple addition and subtraction. Extending the learning opportunities for four year olds in investigating patterns and change, and in gaining a greater awareness of the cultures and beliefs of others. The information provided for parents about their child's progress and how they might be involved with their child's learning.

What has improved since the last inspection?

The improvement since the last inspection is generally good. The playgroup has made generally good progress since the last inspection. Staff have improved their understanding of the early learning goals and stepping stones, and have made improvements in curriculum planning to ensure children have a broader range of learning opportunities. However, the programme for knowledge and understanding of the world, and mathematics is insufficiently developed to provide challenge for more able children. In mathematics it does not include sufficient learning opportunities for calculation, and in KUW it does not include sufficient opportunities for children to gain awareness of other cultures and beliefs. The playgroup is in the process of introducing a system for monitoring children's individual progress, which has yet to make an impact on provision for individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. Children demonstrate positive approaches to new experiences, display independence in selecting and carrying out activities, and continue activities for extended periods of time. Children relate well to each other and are adaptable, as well as showing care for each other. There are insufficient opportunities for more able children to develop awareness of cultural and religious differences.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. Children are making good progress in speech, listening, writing, and pre-reading skills. They are able to talk about their experiences, listen to favourite rhymes and songs and join in. There are missed opportunities in extending vocabulary for more able three and four year olds.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Children are able to count and recognise numerals. Children show interest in shapes and making arrangements with objects. e.g. jigsaws, and stickle bricks. Children are able to distinguish between big and little. Children are not given sufficient opportunities to undertake simple calculation and problem solving.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress is generally good. Children have an understanding of how to operate simple ICT equipment. Children differentiate between yesterday, today and tomorrow; they notice changes in weather, talk about birthday celebrations. Children can use scissors, glue, pens, pencils etc. Children are able to construct with a purpose in mind. There are insufficient opportunities for more able children to extend learning in looking at patterns and showing awareness of change.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in physical development is very good. Children are able to move and use music and movement to express feelings and use imagination. They have a sense of space and played hide and seek together well. Children are confident in their use of equipment such as prams, tea-sets, bikes, balancing beam, balls and hoops. Children have control in using mark making implements, construction sets, and small world activities. Children are aware of hygiene issues.	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
<p>Children's progress in creative development is generally good. Children are able to sing songs from memory and use their imagination in music, dance and stories. They can communicate ideas through movement and imaginative play. They can differentiate between colours. Children show interest in musical instruments. Learning opportunities for 4 year olds are not being extended sufficiently to develop their own creativity.</p>	

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

Continue to improve staff's assessment of individual children's learning to help them move to the next stage of the stepping stones. Provide children with greater opportunities to develop their mathematical understanding through pattern work, and simple addition and subtraction. Develop the curriculum for knowledge and understanding of the world to extend the learning of 4 year olds in investigating patterns and change, and in gaining a greater awareness of the cultures and beliefs of others. Develop systems to inform parents about their child's progress and how they might be involved with their child's learning.