



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 137287

DfES Number: 515855

### INSPECTION DETAILS

Inspection Date 27/01/2003  
Inspector Name Jennifer Margaret Morrow

### SETTING DETAILS

Setting Name Clockhouse Methodist Church Playgroup  
Setting Address Clockhouse Methodist Church  
Beckenham  
Kent  
BR3 4JP

### REGISTERED PROVIDER DETAILS

Name Rev Doctor Angela-Shier Jones

### 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**

Clockhouse Methodist Church Playgroup is managed by a committee of parents and church representatives and has been open since 1990. It operates from the church hall in a residential area of Beckenham. The playgroup is registered for 24 children from 2 to 5 years; of these, no more than 4 may be under 3 years. Children are admitted from two and a half years. At present there are 24 children on the roll of whom 3 are funded 4 year olds and 11 are funded 3 year olds. There are 4 other 3 year olds. Currently there are no children with identified special needs or who are learning English as an additional language. The playgroup is open from 9:30 am to 12:00 noon on Monday, Wednesday and Friday during term times. The group is also open on Thursdays from 9:30 to 12:00 noon during term times except on the second Thursday of odd months. The facilities include a large hall, smaller room, kitchen and toilets. There is a small outdoor area. The group serves the local community where there is some ethnic and cultural mix among the residents. Three appropriately qualified staff work with the children. There are additional cover staff when required. The group has support from a qualified teacher through 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?

Clockhouse Methodist Playgroup offers good quality provision where children enjoy learning through a range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in mathematics, creative and physical development. Teaching is generally good. The key strengths in mathematics, and in creative and physical development are due to the skilful interactions of staff to enable children to develop their learning. However there are some inconsistencies in the level of staff interaction and there were missed opportunities to encourage children's independence in using books and information technology. There are currently no children attending with special needs, although there is an effective system in place to provide good support. Leadership and management is generally good. Staff are valued and the organisation of the activity planning enables staff to contribute their ideas. There is a commitment to ongoing staff training but some inconsistencies in the level of staff interaction with the children are still to be addressed, to ensure all staff have sufficient knowledge of the early learning goals and how to promote them. The partnership with parents is generally good. Effective communication with parents enables children's individual needs to be met. Parents receive good information about the playgroups ethos and curriculum, but as yet, there is insufficient information given about their children's progress.

### What is being done well?

\* Children are well behaved and have good relationships with staff, they relate well to each other and work together harmoniously. \* Children are making very good progress towards mathematical development. They learn how to use numbers in everyday situations and show they understand size and shape through practical activities. \* Children are making very good progress towards physical development. They are able to move confidently and with control. They demonstrate skill in using large and small equipment. \* Children are making very good progress towards creative development. Staff provide a range of interesting activities to promote children's imaginative skills and musical development. \* Parents are provided with good quality information about the setting and its provision. This includes factual information relating to the foundation stage and the early learning goals.

### What needs to be improved?

\* inconsistencies in teaching to ensure that opportunities to support children's learning are not missed. \* parents opportunities to share their children's developmental records with staff. \* children's opportunities to spontaneously and independently enjoy books to promote their early reading skills. \* children's developmental assessments to plan for their next stages of learning.

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

The setting has made very good improvement since the last inspection. The re-organisation of group story time allows children to concentrate and participate effectively without being distracted. The programme for language and literacy has been extended. Staff have introduced name recognition activities and provide children with opportunities to develop independent writing within their play. The system for planning has been developed to include information on what children are expected to learn from activities. This is linked to all areas of the curriculum. The written information given to parents now includes detailed information relating to the foundation stage and the early learning goals.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. They behave well and show care and concern for themselves and others. They relate well to each other, although sometimes they are not confident to link up for support with adults. They are confident to speak during group times and keen to try new activities.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. Children are confident and fluent speakers and engage in conversations with each other and adults. Many children are able to recognise their written name and attempt mark making during practical experiences. Children are not spontaneously and independently showing interest in books available to them.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in mathematical development is very good. Many children can count up to 10 competently. The use of mathematical rhymes encourages children to learn about addition and subtraction, e.g. during the 'five current buns' song. They learn about shape and size through practical activities and use mathematical language during everyday situations.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. They frequently talk about past and present events in their own lives and learn about the lives of others. They show curiosity and knowledge of the world in which they live and features of their natural environment. Children are not regularly using the information technology system available to them.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in physical development is very good. They have a good range of equipment which they use confidently to develop their co-ordination. The planning of group time allows children opportunities to create imaginative movements to music. They have an awareness of space for themselves and others.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in creative development is very good. Most children are able to differentiate colours. They have many opportunities to learn songs and explore	

music through singing and the use of instruments. They express their ideas freely through a good range of activities such as role-play, painting, collage and movement.

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

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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**

\* Evaluate children's developmental assessments to plan for their next stages of learning. \* Address the inconsistencies in teaching and in staff interaction with the children. \* Develop the programme for language and literacy to include more opportunities for children to spontaneously and independently enjoy books to promote early reading skills. \* Develop a system for sharing children's assessments with parents to identify the next steps for children's learning.