



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127772

DfES Number: 521014

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Beryl Witheridge

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Westview Playgroup
Setting Address Downsvie Primary School
Beech Avenue
Swanley
Kent
BR8 8AU

REGISTERED PROVIDER DETAILS

Name The Committee of Westview Playgroup

ORGANISATION DETAILS

Name Westview Playgroup
Address Downsvie Primary School
Beech Avenue
Swanley
Kent
BR8 8AU

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

Westview Playgroup opened in 1984. It operates from a classroom in a the local primary school, in Swanley. The pre-school serves the local area.

There are currently 34 children from two and a half to five years on roll. This includes 14 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and one child who speaks English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 12.00.

There are seven members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Westview Playgroup is acceptable and of good quality overall. The children are making generally good progress towards the early learning goals.

Teaching is generally good. Most staff show a secure knowledge of how children learn and the early learning goals. They all have an individual early learning goal for which they are responsible or a speciality such as Special Educational Needs. Staff provide the children with good role models, there are high expectations of behaviour and they have a good relationship with the children. Staff work with children in small groups and also allow time for one to one work. They provide children with a wide selection of activities, toys and equipment, to encourage learning and to meet their individual needs. There is no record of assessment and evaluation of these activities.

Leadership and management is generally good. The staff work together well as team, supporting each other and the children. Staff are able to identify training needs and attend relevant courses. Staff meetings are held regularly. Staff are able to discuss the future learning needs of the children. All staff are involved in the future planning. There are regular committee meetings held and they are very supportive of the staff. There is no formal assessment of the group's ongoing progress.

The partnership with parents is generally good. Parents are given written information regarding the proposed half termly activities their children will take part in. A weekly timetable is displayed for parents. Parents are able to talk to staff about their child's progress at any time but there are no formal arrangements for these. Parents are not given information about the early learning goals or stepping stones. A written report is given to parents when their child leaves the playgroup. Parents find staff friendly and approachable.

What is being done well?

- Children's personal, social and emotional development is good. Children are confident and independent, they form good relationships with staff and their peers.
- The staff teach the children by example, they are good role models. Children know how to behave and understand what is acceptable and what is not.
- Partnership with parents is good. Parents are encouraged to come into the group and talk to staff about their child's progress. Children receive continuity in all areas of their care and learning.
- The children are provided with a stimulating, exciting and interesting environment in which to play. They have free access to toys and equipment. Planning is flexible to enable them to make choices. They are confident, independent and enjoy learning.

What needs to be improved?

- the procedures for recording the children's progress
- the identification of the next steps in children's learning
- the evaluation of activities and projects
- opportunities for children to use simple addition and subtraction in practical situations
- introducing children to other cultures, beliefs and festivals.

What has improved since the last inspection?

The group was asked to equip the home corner with more dressing up clothes and multi-cultural toys to encourage their imagination.

The group established the home corner in a different area which allowed the children better access and more room to play and use their imagination. The range of toys and dressing up clothes was greatly extended.

They were asked to improve the programme for physical development to enable children to improve their gross motor skills.

The group has purchased equipment which encourages children's physical development, it can be used both indoors and outdoors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide stimulating surroundings and children are motivated to learn. Children have good self esteem and confidence. They are able to form relationships, take turns and play together in groups. There is a high expectancy of the children's behaviour. It is excellent and the children understand the difference between right and wrong. Children are very independent, they have self care, can select toys, make choices and work independently. The children have high self esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to talk confidently and interact well with each other, they are fluent speakers and engage easily in conversation with adults and other children. They show a great enjoyment of books and understand that print carries meaning. Staff provide the children with many opportunities to write and make marks. Most children can recognise and write letters, forming them correctly. They are well supported by the staff.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably up to ten, some four year olds beyond this. They are able to recognise written numbers. Staff encourage children to use comparative language in practical situations and to describe shape, size and quantity. The children are able to recreate simple patterns. Children need more opportunities for simple addition and subtraction in practical activities and through discussion.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children learn about themselves, their families and the lives of others, visitors are welcomed into the group. There are few opportunities for children to learn about other cultures and beliefs. Staff encourage children to learn about the natural world, by growing seeds and plants and discussing each stage of development with them. Four year olds are able to use the computer and programmable toys independently, some three year olds require support from staff.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident and move with control and co-ordination, they have a good sense of space. They show ability and confidence in the use of both large and small equipment. Children have access to good outdoor play facilities which encourage their motor skills. Children are able to balance, climb, run, hop and skip with confidence. The children show a good ability at handling tools, such as knives, rolling pins and shape cutters, effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore media and materials and show a pride in their achievements. They explore colour, texture, shape, sound and extend their imagination. Children are able to select toys and equipment freely which encourages their creative skills. They use their imaginations well, especially four year olds during role play. Staff support this by providing different scenarios, home corner, post office and shops. Staff support children when they are not sure how to use equipment.

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

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

- review the procedures for recording the children's progress and the identification of the next steps in children's learning
- evaluate and assess the children's activities and projects
- provide opportunities for children to use simple addition and subtraction in practical situations.

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.