



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 500880

DfES Number:

INSPECTION DETAILS

Inspection Date 05/02/2003
Inspector Name Wendy Taylor

SETTING DETAILS

Setting Name Boothroyd Playgroup
Setting Address Boothroyd Family Centre
Dewsbury
West Yorkshire
WF13 3QD

REGISTERED PROVIDER DETAILS

Name Patricia Lord

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

Boothroyd Playgroup operates from a portable building on the site of Boothroyd J & I School in Dewsbury and was established in 2001. The accommodation consists of one playroom organised into areas of play. Children are escorted to the toilets in the adjacent school building and there is a small fully enclosed outdoor area, mainly undercover, which is accessed directly from the playroom. Children also have access to the school gym and dining room for physical activities. Staff and children attending reflect the diversity of the local community and most children attending speak English as an additional language. The group is registered to accommodate up to 22 children at each session. There are a total of 40 children on register, 24 three year olds and 15 four year olds, all of whom receive funding. There are no children with special educational needs attending at present. The playgroup is open Wednesday and Friday 8:45 to 11:15am and Monday, Tuesday, Thursday and Friday 12:45 to 3:15pm, term time only. A supervisor, deputy and two bi lingual support workers are employed, and parent helpers are encouraged to attend. Staff have appropriate training and experience and the supervisor and deputy are working towards the required level of qualifications. Support is also provided from the Fast Lane Literacy Development Worker employed by the school. The group is committee run and the chair is also the reception teacher who works closely with the group. The group also receives advisory teacher 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?

Boothroyd playgroup provides a friendly and welcoming atmosphere where children are making generally good progress towards the early learning goals. They make generally good progress in personal, social and emotional, mathematical and creative development, communication language and literacy, and knowledge and understanding of the world. They make very good progress in their physical development. Teaching is generally good and staff are developing their understanding of the early learning goals, are enthusiastic, motivated, and work well as a team. Planning covers the six areas of learning and focus activities are evaluated. Children's assessments however are very basic and are not used effectively to identify or plan for the next stages of children's individual learning needs. There is insufficient planning in some areas to provide challenges for older and more able children and the grouping of children is not always effective. The environment is well organised and good resources and are used by staff to support the children. Children's behaviour is good and any problems are well managed by staff. Staff, including bi lingual support, work well to settle children into playgroup. Leadership and management is generally good. Although there is no parental representation on the committee, staff continue to encourage parent's interest. Staff are aware of their roles and responsibilities and are well supported in their personal development. They are committed to the overall improvement of the setting and staff meetings are used to assess strengths and weaknesses, however the systems for monitoring the effectiveness and progress of the nursery education are limited until children's assessments are established. Partnership with parents is very good, they receive home visits and good information about the setting. They contribute to the learning by bringing in items from home, and some help out in playgroup.

What is being done well?

Staff work directly with the children to support their learning Staff work hard to enable children to settle and feel secure Children's role play is developing well Children' physical development is very good Staff deliver well read stories and rhymes which children respond to enthusiastically Children develop a positive respect for their own and other cultures Planning covers the six areas of learning

What needs to be improved?

The system for children's assessments and the challenges for older and more able children The planning for and evaluating of children's vocabulary and general language development, the use of positional language, the recognition of shapes, and the opportunities for free creative expression Children's socialisation into the group as a whole and their relationships with each other.

What has improved since the last inspection?

This was the first inspection for funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress. They establish good relationships with staff fostering their confidence within the setting. Most children are motivated to learn and some speak out confidently at group times. Most children concentrate and are able to complete tasks. Some children select independently and direct their own play and are developing relationships and making attachments with each other. Some children prefer solitary play and do not always involve themselves in the group	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress and their language is developing, however planned vocabulary is not always effective. They enjoy stories and rhymes, some have favourite books they look at independently but there are few dual language. Some children are beginning to use language to organise their role play. Children recognise their own name and a few are developing their writing skills and writing for purpose. A few can write their own name but most need encouragement.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress. They regularly use numbers to count, use number names in rhymes and some can compare groups of objects and understand which has more or less. Some children can recognise numerals up to five, count reliably up to five, and a few can use number names in sequence to count beyond. Children do not use positional language and only a few can recognise, name and talk about shapes and name shapes of everyday objects in the environment.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children make generally good progress. They explore and investigate using their senses as they observe the environment and the natural world but there are less opportunities to question how things work. They design and build in 2 and 3 dimensions and have good opportunities to use a variety of techniques to join and fasten materials together. They use the story tape machine independently and the computer with adult support. Children develop a positive respect for their own and other cultures	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's development is very good. They have many good opportunities to practice their large physical skills outdoors and in the school gym using a range of equipment. They use their bodies to move and change position, safely and with increasing confidence and control. They learn about the importance of keeping healthy such as washing hands and healthy eating. Children handle tools,	

malleables and small equipment safely and with increasing control.
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CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress. They use colour shape and texture during planned activities although opportunities for free expression are more limited. Children sing rhymes enthusiastically and some can repeat from memory. They use musical instruments and learn about patterns of sound and move imaginatively to music. Children's role play is developing well and some are able to organise real and imagined experiences, and some children act out stories with adult support.

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

Improve the system for children's assessments and the challenges set for older and more able children. Improve the planning and evaluation of the effectiveness of new vocabulary and children's individual language development generally, the use of positional language, the recognition of shapes, and the opportunities for free creative expression Ensure planning includes opportunities and activities for children's socialisation into the group as a whole and developing their relationships with each other