



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144542

DfES Number: 516515

INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Pamela Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Acorn Playgroup
Setting Address	2 Narford Road Hackney London E5 8RD

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Acorn Playgroup 1072660
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ORGANISATION DETAILS

Name	The Committee of Acorn Playgroup
Address	2 Narford Road London E5 8RD

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

Acorn playgroup provides sessional day care. They have sole use of an ex-community centre located in Hackney which serves the local community. The playgroup is managed by the management committee consisting of staff and parents. The group is open from 09:30 until 12:00, Monday to Friday term times only.

There are 16 children aged from two and under five years on roll. This includes six three year olds. No children has been identified as having special educational needs. There is one child for whom English is an additional language.

Two staff and a parent on rota work with the children.

The playgroup receives support from the Pre-school Learning Alliance.

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

How effective is the nursery education?

The provision for nursery education at Acorn Playgroup is generally good. This enables children to make generally good progress in all areas

The quality of teaching is generally good. Staff plan a variety of activities and understand what children learn from them. Staff miss opportunities to extend the children's learning through play, particularly in areas of mathematics, physical development and knowledge and understanding of the world. The organisation of resources helps children to select independently and make choices. Staff make observations and notes of children's learning in the six areas of learning. These are not fully evaluated against the stepping stones and early learning goals. As a result they do not provide a clear record of the progress of children's development to share with parents.

The leadership and management of the playgroup is generally good. The staff and parents work well as a team. The Playleader is involved in the activity planning with the staff and she regularly monitors and evaluates the activities. There is not yet a rigorous system to monitor and evaluate the quality of teaching and ensure all areas of the stepping stones are covered.

The partnership with parents is generally good. The parents feel very involved with their children's learning. Informal procedures to discuss their child's progress with parents, may result in some parents not being as clear. Parents do not receive written reports on their children's progress.

What is being done well?

- Relationships between staff, children and their parents are good. These help the children to develop their confidence and support all aspects of their learning.
- Staff offer good support to children with English as an additional language. They support language development through, gesture and visual clues and they work well in partnership with parents.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.

What needs to be improved?

- the use of resources to increase children's understanding of volume and quantity
- the opportunity to explore healthy living and recognise changes to their

bodies when they are active

- the assessment record system, so staff know what children are learning and can plan the next steps against the stepping stones and early learning goals
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

Geberally good progress has been made since the last inspection. The outdoor area has been laid with safety surfaces. There is now additional equipment, for example slides, tunnels, wheeled toys and a balancing bench, for the three year olds to develop their skills in manoeuvring, climbing and balancing.

Each child has a name on coat peg and children post their names in box on arrival to help recognise letters and their names.

Updated children's assessment records, now have an assessment form with Early Learning Goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently express their own needs and relate well to each other. They are developing personal independent skills by selecting activities and helping themselves to food and drink. Children are happy and sociable and engaged in meaningful play with each other. They understand the need to share and take turns and have a developing understanding of what is right and wrong. Children are not always given explanations for why behaviour unacceptable

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are at ease when speaking in familiar groups and are able to express their thoughts and feelings. Children understand that print carries meaning, they handle books and enjoy story times when they participate. Several children can recognise their name. Children do not have enough opportunities to write their names and to use writing for a variety of purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count and use numbers during practical activities and independently count the number of children from 1 to 13. Children are able to problem solve for themselves for example when completing puzzles. Some opportunities are missed, for example extending their use of mathematical language in water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to build and construct using a wide range of materials and tools. Children have opportunities to find out about the world they live in through using natural materials and when celebrating festivals. They learn about sense of time through daily routines. Opportunities for children to explore and investigate are not fully exploited, for example when looking at pulses.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently indoors and outdoors, with an awareness of space. They develop their large motor skills and body control well in balancing and climbing. They are learning to handle tools safely and appropriately. Children do not have opportunities to recognise the importance of staying healthy or to recognise changes in the body when active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colour, shape, space and textures. Children know and enjoy familiar songs and rhymes, for example moving their body to the beat of the songs. Children are developing their imagination through: role play, dressing up and small world.	
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

- Improve use of resources to increase children's understanding of volume and quantity
- Increase children's awareness and opportunities to explore healthy living and recognise changes to their bodies when they are active
- Improve assessment and records to provide clear links with the stepping stones and early learning goals
- Introduce a rigorous system to monitor and evaluate of the quality of teaching.

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.