



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 316402

DfES Number: 592453

### INSPECTION DETAILS

Inspection Date	05/02/2003
Inspector Name	Gail Marie Hopkins

### SETTING DETAILS

Setting Name	Cutgate Playgroup
Setting Address	Norden Methodist Church Norden Rochdale

### 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
Cutgate pre-school playgroup operates from the church hall at the rear of Norden Methodist Church. It is situated on Edenfield Road, in a residential area of Rochdale which represents varied cultural and economic backgrounds. The playgroup opened in 1970 and offers pre-school provision to children who live in the surrounding area. The playgroup is registered to provide day care for up to 32 children aged between two and a half to five years. There are currently 25 children from two to three years on roll. This includes nine funded three year olds. There are no funded four year olds. Children attend four morning sessions. There are no children attending who have special needs. The group supports a small number of children who speak English as an additional language. The playgroup opens four mornings each week from 9.30am to 12 noon for thirty eight weeks of the year during school term times. Five staff work with the children. One has an early years qualification, and another is working towards qualification. The staff regularly attend short courses relating to care and education of children. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The playgroup is a member of the Pre School Learning Alliance. (PSLA)

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

### How effective is the nursery education?

Cutgate pre-school playgroup offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in all six areas of learning is generally good. The quality of teaching is generally good. Key staff have a sound knowledge of the early learning goals and provide an interesting and varied programme of activities which helps children to make good progress. The continuous provision of a good range of resources ensures that children can exercise choice, return to activities to practice and refine their skills, and consolidate what they have learned. Medium term curriculum planning is clear and detailed, with links to the early learning goals, and intended learning outcomes from planned activities. Short and long term planning is less effective in identifying learning outcomes and links to the goals. A thorough assessment system is used to record children's progress and next steps for learning. Staff do not, however, use these effectively to inform the planning and ensure that children's progress is linked to the provision of appropriate challenges. Staff provide many good opportunities to help children to understand about the world through theme based activities such as farm animals and seasons, however they often miss opportunities to challenge children to think in order to solve simple mathematical problems. Provision for children to use technology is limited. Leadership and management is generally good. The staff team work well together and are clear about their roles and responsibilities. The team are committed to further development, and frequently attend training events to develop their skills and knowledge. Partnership with parents is generally good and contributes to children's progress. Parents are well informed about the playgroup's activities and children's progress through formal and informal systems such as newsletters, termly reports, and informal discussion at the end of sessions.

### What is being done well?

\*Children have many good opportunities to learn about the natural world and different cultures through themed activities. \*Provision of a very good range of role play resources enables children to express themselves imaginatively and create simple storylines. \*Staff have strong commitment to further development, and frequently attend short courses to develop their knowledge. \* Medium term planning is good, with clear learning intentions and links to the early learning goals.

### What needs to be improved?

\* Long term planning should indicate how the setting will ensure children's continued progress along the stepping stones. Short term planning should take account of individual children and the next steps for their learning. \* Provision of information and communication technology, and use of programmable toys should be increased. \* Increased questioning and challenges for children to use their knowledge to solve simple mathematical problems.

<b>What has improved since the last inspection?</b>
<p>The setting has made generally good progress on issues identified at the last inspection. Provision for language and literacy has been developed. There are now many good opportunities for children to write their names, recognise letters and draw independently through continuous provision of a mark making area and focussed activities, such as self registration. Provision for mathematics has been developed by continuous provision of a mathematics area and focussed activities. Provision for counting and number recognition is very good. Less progress has been made in challenging children to solve mathematical problems. Good progress has been made on curriculum planning, particularly medium term planning. Good progress has been made on assessment of children and identification of the next steps in their learning. Limited progress has been made on linking of assessments to planning. Good progress has been made on encouragement of children's independence.</p>

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. Children are inquisitive and eager to explore new activities, supported by a sensitive staff team. Children relate well to adults and each other. They respond positively to praise and encouragement, sharing and negotiating during play, and taking turns, for example when queuing to go on the climbing frame and slide. They care for each other, older children assisting younger ones in activities such as cutting out paper shapes.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in this area. They are confident speakers, using language to express themselves during play, or to tell the whole group their news at circle time. Children learn about letters and their sounds through meaningful activities such as identifying names and letters at self registration time, and writing "letters" to people they know. Children enjoy looking at books in groups and individually. They understand how books work, and that print carries meaning.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. They can count confidently to five and use many good planned and spontaneous opportunities to count, such as counting the spots on a dice, counting five hand claps at circle time. Children have opportunities to see numbers used in the environment, as prices in the farm shop, on bottles in the maths area. Children rarely develop simple mathematical problem solving skills.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in this area. They have many good opportunities during the year to learn about the natural world and different cultures through activities related to themes such as farm animals, seasons, festivals. They engage in discussions about the theme at circle time, talking about the cows which give us milk, for example. Children do not often develop information, communication and technology skills.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. They use many good planned opportunities to practice and refine movement and co ordination. They eagerly participate in movement and music sessions, and can balance on one foot, jump, climb, and negotiate a pathway around furniture and other children with increasing skill. Children develop fine co-ordination through using a range of tools provided at all sessions such as pencils to make marks, and scissors to cut paper,	

card and tape.
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CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. Children make good use of the wide range of role play resources to develop their imagination, express themselves, and create simple storylines. Addition of props linked to themes, such as the farm shop, creates additional interest and consolidates what the children have been learning. Children regularly use a variety of media such as paint, dough and collage materials to express themselves freely.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Review the long and short term planning to make links between assessment of the next steps in children's learning and continued progression towards the early learning goals. Provide more opportunities for children to use information and communication technology. Increase the opportunities for children to use problem solving skills and simple mathematics during play.