



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133975

DfES Number: 524895

INSPECTION DETAILS

Inspection Date	09/03/2004
Inspector Name	Jane Melissa Hull

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Yarnton Playgroup
Setting Address	William Fletcher Primary School Rutten Lane, Yarnton Kidlington Oxfordshire OX5 1LW

REGISTERED PROVIDER DETAILS

Name	The Committee of Yarnton Playgroup 279278
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ORGANISATION DETAILS

Name	Yarnton Playgroup
Address	Yarnton Playgroup William Fletcher Primary School, Rutten Lane Yarnton, Kidlington Oxfordshire OX5 1LW

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

Yarnton Playgroup opened in 1969. It operates from a self-contained unit within the grounds of William Fletcher Primary School in the village of Yarnton. The group serves the local area.

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

How effective is the nursery education?

The nursery education at Yarnton Playgroup is generally good. Children are happy within the caring environment and are making very good progress in personal, social and emotional development, mathematics, knowledge and understanding of the world and physical development. They are making generally good progress in communication, language and literacy and creative development.

The quality of teaching is generally good. Staff create a welcoming and visually stimulating environment but do not organise the room to maximise opportunities for children to be self-sufficient. Staff provide children with positive role models of behaviour and children behave well. However, three year olds are expected to sit and listen for extended periods, which results in many children becoming restless and losing interest in the group activity. The staff team work well together to meet children's individual needs and are skilled in using carefully framed questions to extend their learning. Planning systems ensure a variety of activities over the period of a week, which are adapted to suit children who learn at different rates. Systems of recording children's progress towards the early learning goals are developing.

Leadership and management is generally good. Two managers who lead by example, effectively lead the setting. Staff are committed to their professional development and the continual development and improvement of the service they provide. The management committee are developing formal systems of monitoring and evaluating the provision for nursery education.

Partnership with parents is generally good. Parents receive good quality information about the setting and what their children are doing. Staff and parents share information about children's progress informally but parent's involvement in records of their children's progress is limited. Parents have opportunities to be involved in their children's learning.

What is being done well?

- Staff are skilled in adapting activities and teaching methods to meet the individual needs and abilities of each child. Staff use carefully framed questions to encourage children's learning and enthusiasm. Children are interested, excited and motivated to learn.
- Staff care for children with sensitivity and attention to their individual needs and abilities. Children with English as an additional language are given appropriate support. Children are valued and are learning that their beliefs and needs should be treated with respect. Children are developing self-confidence and self-esteem.
- Staff introduce mathematics to most activities in an informal manner. Children are confident in number work and use mathematical language in their play.

What needs to be improved?

- organisation of the room to enable children to select their preferred resources
- staff's expectations of three year old's concentration and listening skills
- records of children's progress towards the early learning goals
- opportunities for parents to contribute to records of their children's progress.

What has improved since the last inspection?

The last inspection resulted in a point for consideration of ensuring children have opportunities to learn about other cultures and beliefs. Since the inspection both managers have attended a relevant training course. A range of activities relating to the marking of various festivals and celebrations from around the world are now undertaken and parents are encouraged to share their knowledge with the staff and children

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy in the caring and welcoming environment. They are excited and motivated to learn and are developing self confidence and self-esteem. Children behave well and are learning right from wrong. They are developing skills in working in a group and taking turns and are developing personal independence. However, children have limited opportunities to select their preferred resources. Children are developing a sense of community and are learning about the views and needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators who express themselves well and use speech to explore real and imagined experiences. They have constant access to mark-making equipment and attempt writing for a variety of purposes. Children are learning that print carries meaning. They enjoy books and use the book area independently. Some three year olds have difficulty in maintaining interest and concentration during the extended story and show-and-tell activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident in number work and many count beyond ten objects. Children are learning the concepts of shape, size, quantity and position and are developing an understanding of calculation. Children are developing mathematical ideas and use methods to solve problems. They recognise and re-create simple patterns and enjoy developing mathematical skills and understanding, in an informal manner during most activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have regular opportunities to investigate and explore and enjoy finding out about living things within the stimulating indoor and outdoor areas. They are learning about the place in which they live and the world beyond. They are learning about the beliefs, customs and cultures of others. Children have regular opportunities to build and construct. They are able to use simple programmable toys and are developing a sense of time.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are developing confidence in movement and an awareness of space and enjoy regular opportunities to develop their large motor skills. They negotiate balancing and climbing equipment and manoeuvre bicycles well. Children are developing their fine manipulative skills using a range of tools and equipment but have limited opportunities to select their preferred equipment. Children are learning good practices with regard to exercise, eating and personal hygiene.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy lots of singing and the regular use of musical instruments. They use their imagination in play and enjoy a variety of settings in the role play area. Children have lots of opportunities to explore colour, shape, texture and form and enjoy using their senses in a range of activities. Children have limited opportunities to select their preferred resources and tools to be truly creative.	

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 amount of time that three year olds are expected to sit and listen in group situations during each session
- provide children with additional opportunities to select their preferred resources
- continue to develop systems of recording children's progress towards the early learning goals and encourage parents to contribute to them.

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.