



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 108459

DfES Number: 520831

INSPECTION DETAILS

Inspection Date	27/11/2002
Inspector Name	Margaret Moffat

SETTING DETAILS

Setting Name	Buttons Playgroup
Setting Address	Dedworth Green Baptist Church Hall Windsor Berkshire SL4 5PE

REGISTERED PROVIDER DETAILS

Name	Mrs Jenny Soles
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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
Buttons Playgroup is privately owned and opened in 1994. It operates from an upstairs hall of Dedworth Green Baptist Church which is located in a suburb of the town of Windsor. The playgroup serves the local area which is designated as an area of high social need. The playgroup accepts 24 children between the ages of two years six months and five years. There are currently 40 children on role. This includes 19 funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. There are currently no funded children who have special educational needs, but the group supports two children who speak English as an additional language. The group opens four days a week during school term times and for occasional weeks during the holidays. Sessions are from 09:15 until 11:45 Monday to Thursday and from 12:30 until 15:00 Wednesday and Thursday. Three full time staff and two part time staff work with the children. Three staff have early years qualifications. Three staff hold a current relevant first aid certificate. The setting receives support from the Early Years Development and Child Care Partnership (EYDCP) and from two teachers from local nurseries.

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

How effective is the nursery education?

The overall provision for learning is generally good. Most children make generally good progress towards the early learning goals in four out of the six areas of learning. The provision for creative development is very good. However, the provision for personal, social and emotional development has a significant weakness which results in children running about aimlessly. Teaching is generally good, but there are some significant weaknesses. Some staff lack a secure knowledge of the early learning goals. Staff do not always manage children's behaviour appropriately and miss opportunities to encourage children to use the book corner. However, teaching is appropriate for both three and four year olds. Planning of the curriculum is effective and covers the six areas of learning. Observations, recording and careful evaluation of the children's progress are used to facilitate forward planning. There is generally a good level of support for children with special needs and those who have English as an additional language. Leadership and management is also generally good, but there are some significant weaknesses. Staff are not always deployed effectively to manage children's behaviour or to involve them in worthwhile activities. Staff are not actively involved in the planning of the curriculum. However, contributions made by the staff at planning meetings and notes taken on observations of the children are valued and utilised. Evaluations from observations of the children, activities and feedback from parents are used to make improvements in the provision. Partnership with parents is generally good. Parents are encouraged to share information about their children, both formally and informally and to extend their children's learning at home with supporting activities. Records of children's progress are made available to parents, but only on request. Parents views on the provision and participation in the group are welcomed.

What is being done well?

Children's creative development is very good. They have opportunities to explore a variety of media and materials and to respond to a range of experiences through practical activities. Planning based on the stepping stones and early learning goals ensures that all areas of the curriculum are incorporated. Observations and assessments of the children, that are linked to the six areas of learning, clearly show progress made and targets based on the stepping stones. Staff relationships with the parents and their children are good. Parents are encouraged to spend time in the group with their children at the 'Jump Start' sessions. Support for parents is given high priority.

What needs to be improved?

Staff's understanding of the foundation stage and their involvement in planning and implementing a balanced curriculum. The deployment of staff to manage children's behaviour appropriately and to involve them in more worthwhile activities. The

opportunity for children to enjoy books on a more informal basis. The opportunity for parents to have more regular and easy access to their child's developmental records.

What has improved since the last inspection?

The playgroup has made good progress since the last inspection; the supervisor has addressed all the key issues raised. Planning and assessment is now based on the stepping stones and incorporates all areas of the curriculum. Many additional practical activities have been introduced to promote children's development in reading, writing and calculation. The provision for creative development has improved is now very good. Children have more opportunities to explore a variety of media and materials and to respond to a range of experiences through practical activities such as music, role play and stories.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Staff form good relationships with the children and show them kindness and respect. Some children are interested and keen to learn and are praised and encouraged in their work and play. However, a lack of intervention by staff, when children are running about aimlessly or having disputes about toys, limits some children's opportunities to learn.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are learning that print carries meaning and is read from left to right, for example, in the travel agents. However, children are not always encouraged to use and enjoy books on a more informal basis. They are provided with many opportunities to practise emergent writing and to develop language for communication and thinking during practical activities such as, when weighing and discussing the ingredients for cake making.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities for calculating through practical activities such as, when weighing and adding ingredients during the cooking activity. However, opportunities are missed for simple calculations and using associated vocabulary, for example, at snack time. Children are confident in recognising numerals between 1 and 9 and using numbers for counting, for example, when counting cups, squares and rows of bricks.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Most children are encouraged to take part in the range of activities on offer. They are beginning to learn about their own cultures and beliefs and those of other people through activities and the celebration of festivals. Children are able to select appropriate resources to design and make models and have good opportunities to use technology. They explore and investigate the natural world during topics, such as 'the life cycle of the frog'.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities for physical activities using both large and small equipment on a daily basis. However, staff do not always intervene when children are not using equipment appropriately. Four year old children can climb, throw and catch; they show good co-ordination skills and spatial awareness. Children are helped and encouraged to use tools correctly, for example, using pencils and glue sticks during craft activities.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have opportunities to explore media and materials in two and three dimensions, for example, a collage of 'day and night' and clay Diva lights. There are good opportunities for children's imaginative play. Children respond to a range of experiences of what they see, smell, taste, touch and feel through activities such as cooking, sand, and 'the life cycle of the frog'. Children enjoy and participate well in familiar rhymes and counting songs.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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 staff's understanding of the foundation stage and their involvement in planning and implementing a balanced curriculum. Improve the deployment of staff to manage children's behaviour appropriately and to involve them in more worthwhile activities. Increase the opportunities for children to use and enjoy books on a more informal basis. Improve the system for allowing parents to have more regular and easy access to their child's developmental records.