



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 302007

DfES Number:

INSPECTION DETAILS

Inspection Date 15/01/2003
Inspector Name Julie Ann Hemsley

SETTING DETAILS

Setting Name Wibsey Methodist Playgroup
Setting Address School Lane
Bradford
West Yorkshire
BD6 1QX

REGISTERED PROVIDER DETAILS

Name Mrs Amanda Leary

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
<p>Wibsey Methodist Playgroup opened over 30 years ago. It operates in Wibsey Community Centre. The accommodation consists of a large playroom with access to toilet facilities off the entrance area. Children have regular use of the hall and access to an outdoor play area to the front of the premises. The playgroup serves families of mixed social and economic backgrounds who live in Wibsey and the surrounding area. The playgroup is open four mornings per week, Monday to Thursday offering sessional care from 9.25 to 11.45 am and three afternoons, Monday to Wednesday, 12.45 to 3.05 pm during term time. The group caters for up to 25 children aged between two and a half to five years. There are currently 44 children on roll. This number includes 15 funded three year olds. There are two other four year olds and the group support one funded child for whom English is an additional language. There are no funded children with special educational needs. Children attend for a variety of sessions. Seven members of staff work with the children and some are working towards gaining early years qualifications. The setting receive qualified teacher support from the Early Years Development and Childcare Partnership.</p>

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

How effective is the nursery education?

Wibsey Methodist Playgroup provides a happy and welcoming environment where children are making generally good progress towards the early learning goals in all areas of learning. Children's learning in the areas of personal, social and emotional development is a particular strength of the group. The layout of the room and presentation of resources is rotated to ensure children can access a range of worthwhile activities. The good quality of teaching has a positive impact on the children's attitudes and motivation to learn, as staff and children enjoy playing and learning together. Planning and assessment systems continue to be developed and reviewed for effectiveness. The leadership and management of the play group is generally good. The established staff team are clear regarding their roles and responsibilities, well motivated and led by an enthusiastic supervisor. Some staff are developing their knowledge and understanding of child care through their individual commitment to training. The partnership with parents and carers is generally good and staff show respect and understanding of the role of parent's in their child's learning. They use a variety of ways to keep parents fully informed such as regular verbal exchanges and through providing a regular newsletter. However, parents have insufficient information regarding the foundation stage.

What is being done well?

Staff give high priority to nurturing children's personal, social and emotional development Children are developing good relationships and behaviour is of a high standard Planned practical everyday activities effectively help children to link sounds to letters A range of worthwhile activities are rotated to stimulate children and maintain their interest

What needs to be improved?

Opportunities for more able children to practice writing for a purpose Opportunities for developing children's understanding of numbers Opportunities to explore and investigate how things work The planning of activities to promote the development of children's large physical skills including movement to music Information given to parents regarding the foundation stage

What has improved since the last inspection?

This is the first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. Children are very enthusiastic and eager to take part in activities provided, working well independently or as part of a group. Children respond positively to staff, develop very good social skills and they behave well. Children feel secure and happy making them confident and eager to learn.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress. Through a range of role play situations children are motivated to express their ideas and act out real life experiences. Children learn to use language well for a variety of purposes and are motivated to develop their knowledge of letter sounds. Children listen carefully to enthusiastically delivered stories which encourages them to enjoy looking at books. More able children have insufficient opportunities to practise writing for a purpose.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's mathematical development is generally good. Some spontaneous every day activities are effectively used to reinforce mathematical language. Children are encouraged to learn numbers in order and develop their skills of counting objects. They can match and name basic shapes but have insufficient opportunities to see numbers on a regular basis to stimulate early mathematical ideas and skills.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
The children's learning in this area is generally good. Children are learning to investigate and observe closely through the use of all their senses. People who work in the community visit the group to support specific topics. Children learn about their own traditions and those of others, fostering positive attitudes towards other cultures and lifestyles. Children's opportunities to explore every day technology, to investigate how and why things work are limited.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress. A range of interesting and stimulating activities and experiences offer children some physical challenges. Planning promotes children's discussions about keeping healthy. Children move confidently with control and agility but they have too few opportunities to develop their large physical skills. More able children have insufficient opportunities to explore a range of one handed tools to experiment or repeat and refine developing skills.	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
<p>The children are making generally good progress in the area of creative development. Children are encouraged to explore a range of media and materials. Children learn a variety of techniques for using a wide range of different mediums so that they imitate what they see, experiment with ideas or work collaboratively. However, more able children have insufficient opportunities to develop their originality and express themselves through movement to music.</p>	

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

Plan regular opportunities for more able children to practice writing for a purpose
Ensure children have regular opportunities to see numbers at their level and staff to provide more opportunities to develop children's early mathematical understanding
Provide more opportunities for children to explore and investigate how things work
Ensure more able children can access a range of one handed tools to refine skills or develop new techniques
Plan regular opportunities for children to practice their large physical skills and move imaginatively
Ensure that parents are informed about the foundation stage