



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 106331

DfES Number: 581640

### INSPECTION DETAILS

Inspection Date	02/02/2005
Inspector Name	Jan Healy

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Stepping Stones Playgroup
Setting Address	Georgeham Village School Putsborough Road GEORGEHAM Devon EX33 1JT

### REGISTERED PROVIDER DETAILS

Name	Stepping Stones Playgroup 1029908
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### ORGANISATION DETAILS

Name	Stepping Stones Playgroup
Address	Georgeham Primary School Putsborough Road GEORGEHAM Devon EX33 1JT

## 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

Stepping Stones Playgroup opened in 1997. It operates from a Portacabin within the grounds of Georgeham CP School, and serves the local area. The group have sole use of the premises which consist of a playroom and children's bathroom. There is a fully enclosed outdoor play area.

There are currently 22 children aged from three years to five years on roll. This includes 19 funded children. Stepping Stones Playgroup operate four sessions a week during term time. Sessions are from 09:00 to 12:00. There is also one session a week during the summer and autumn terms, from 13:15 to 15:15, for rising fives.

Two full time members of staff work with the children. The person in charge holds a early years qualification, and the setting receives support from a development worker from the Preschool Learning Alliance, and from a teacher/mentor.

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

### **How effective is the nursery education?**

Stepping Stones Playgroup provides high quality nursery education, with children making very good progress towards the early learning goals.

The quality of teaching is very good. Staff share a warm and affectionate relationship with children. They have good knowledge and understanding of the foundation stage curriculum. Observations of individual children are conducted, to inform staff of their stage of development and where progress could be made. Planning is effective and provides staff with clear learning intentions. Activities are effectively evaluated. Children are encouraged to be independent and are provided with new experiences. Staff have a high expectations of children's behaviour which is consistently managed.

Leadership and management is very good. A happy and harmonious atmosphere results in a secure environment for children. The leader is dedicated and enthusiastic, inspiring staff to achieve and to make progress. Staff attend training courses and share their knowledge. However, systems to identify individual staff development needs are not clear. The operational plan contains clear aims and objectives, resulting in a team who are clear about their roles and responsibilities.

Partnership with parents is very good. Parents are provided high quality and relevant information about the setting, via a notice board and newsletters. Communication with parents is clear and they are able to share information about their children. They are kept well informed about children's progress and how to support this at home. Parents are made welcome within the setting and have the opportunity to volunteer as helpers. Their expertise is put to good use and a suggestion box provides staff with ideas for improvement.

### **What is being done well?**

- Staff and children share a warm and affectionate relationship, resulting in children who are secure within their environment.
- Children are able to approach staff and talk about significant events in their life, enhancing their self esteem and confidence.
- Children explore and investigate their environment, helping them to build a respect for their community.
- Children are able to express their opinions, and are taught to respect the opinions of others.

### **What needs to be improved?**

- Systems that monitor staff development to clearly identify training needs.

**What has improved since the last inspection?**

Very good progress has been made since the last inspection.

Staff use the curriculum guidance to ensure planning now covers all six areas of learning. Observations of individual children are undertaken, to identify targets to enhance children's learning. Children's record books now contain evidence of their learning.

Staff have extended the information provided to parents, to include the educational provision and the nursery curriculum. Newsletters inform parents about forthcoming events. A notice board keeps parents informed about planning, and children's achievements are shared both verbally and in writing.

Organisation of the session have been reviewed to allow for regular opportunities for children to participate in activities which promote listening and extend learning. Staff focus on specific learning goals during group times. Children engage in 'Showtime', having the opportunity to bring in an object significant to them, and to discuss and share their feelings about it.

Staff actively encourage children to write their own name, using upper and lower case letters. Pencil control and name writing activities take place regularly.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive with confidence, greeting their peers and staff, with whom they share a warm and affectionate relationship. They are interested in the activities available and participate excitedly. They play imaginatively in the home corner, pretending to play the role of adults within their community. Children work and play well together. Their behaviour is good, and they understand right from wrong. Children are independent, and are able to select and choose toys for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with each other. Their speech is developing well and they are confident to approach and talk to staff about events that are happening in their own lives. They listen and participate during group time and sing with confidence. They listen to stories and join in with repetitive refrains. They are beginning to understand that print carries meaning, and most are able to recognise and write their own name, holding a pencil comfortably.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with number activities, joining in with games such as Dominos. They participate in number songs and rhymes. They are able to count and identify numerals to ten. During snack time, they count the number of children, and solve practical mathematical problems, such as, ensuring there is enough fruit for each of their peers. They use language to compare quantity and are developing their understanding of addition and subtraction. They recreate simple patterns using peg boards.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all their senses during play and are able to identify differences such as feeling the difference between wet and dry sand. They listen to music and play a range of instruments. Children build and construct using a range of materials. They have an understanding of past and present events and are aware that some events, such as birthdays, occur on a regular basis. Children have a sense of place, having the opportunity to explore their environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control. They are able to balance, hop, skip and climb apparatus eagerly. They have a sense of their own and others' space, being able to avoid bumping into each other. They have an understanding of the importance of staying healthy, and with the help of a fitness instructor, they are able to notice the changes that happen to their bodies during active play.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children are able to recognise and name a variety of colours. They mix colours to their preference during painting activities, and choose the colour they wish to use for their drawings. They are aware that some objects have traditional or appropriate colours, such as bananas are yellow. They play musical instruments and join in with their favourite songs. Children dance and act in the company of others whilst playing in the home corner.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- further develop systems which monitor staff development to ensure they clearly identify training needs.

*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.*