



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 139372

DfES Number: 537769

### INSPECTION DETAILS

Inspection Date	04/11/2004
Inspector Name	Janet Armstrong

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Whitchurch Canonorum Playgroup
Setting Address	The Village Hall Whitchurch Canonorum Bridport Dorset DT6 6RF

### REGISTERED PROVIDER DETAILS

Name	The Committee of Whitchurch Canonorum Playgroup
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### ORGANISATION DETAILS

Name	Whitchurch Canonorum Playgroup
Address	Whitchurch Canonorum Bridport Dorset DT6 6RF

## 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

Whitchurch Canonorum Playgroup has been established for approximately 26 years and operates from the village hall set in the rural village of Whitchurch Canonorum, situated near to the town of Bridport. They are run by a committee of parent volunteers and registered to provide sessional care for 26 children aged two to under five years of age.

The playgroup is open Tuesday, Thursday and Friday, term time only from 09.45 until 12.15 and accept children in the term of their third birthday. They serve the local community and places are offered to children who come from a range of different backgrounds. They can cater for children with special educational needs and English as an additional language, although none currently attend. The playgroup is in receipt of the government funding for three and four year-olds. There are currently 19 children on the register, of whom ten three year-olds and two four year-olds receive funding.

The accommodation consists of a main hall with access to toilet and kitchen facilities and a purpose built, securely enclosed outdoor play area.

The playgroup employs a qualified play leader who has the NNEB and two members of staff of whom both are working towards a recognised childcare certificate.

Support and curriculum advice is sought from the Advisory Teacher and the Early Years Partnership.

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

### How effective is the nursery education?

Whitchurch Canonorum Playgroup provides good nursery education with children making generally good progress in all areas of learning, especially personal, social and emotional development, physical and creative development where progress is very good.

Quality of teaching is generally good. Staff have a sound knowledge of the early learning goals and the steps within them. Planning shows a good range of interesting and well thought-out activities. However, there are ineffective systems to show how all aspects of the six areas of learning can be covered regularly over a period of time. Staff are effectively deployed and work well together as a team. They support the children in their personal, social and emotional skills very well. Their use of questioning and vocabulary is effective to extend the children's language. However, they miss some opportunities to extend the children's development in some aspects of learning. Staff are positive role models and lead by example, with a calm and consistent approach when managing the children's behaviour. Children's assessment records contain some useful observations of progress made. However, they are not effective in providing a clear picture of children's development in all aspects of the early learning goals.

Leadership and management is generally good. The new strong management structure supports staff well and actively seeks assistance from outside agencies. Formal systems are planned for the future to monitor and support staff effectiveness. However, systems are not effective to monitor any improvements; such as sharing written records with parents - which was raised as an issue at the last Children Act inspection.

Partnership with parents is generally good. Parents are provided with good written literature about the setting and the early learning goals. There is good verbal communication between staff and parents. However, systems for sharing children's assessment records are not effective.

### What is being done well?

- Children have good personal independence. They confidently move around the large hall selecting their own activities. They can take care of some of their own needs, such as using toilet facilities supervised, but unaided and washing their hands. They put their own coats on for out door play and pour their own drinks at snack time.
- Children use their language reliably to communicate their ideas and thoughts with each other and extend conversations.
- Children use large and small scale equipment with good control and

co-ordination, especially outdoors where they competently climb up large log steps to a high slide and climb up a rope net to the top. They are developing good co-ordination, rhythm and balance to propel themselves on the swing unaided.

- Children use their imagination well in role-play to act out familiar and imagined situations, such as the 'shoe shop' where they take on different roles and become involved in trying on shoes and using the till.

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

- the systems to show how all aspects of the various aspects of the six areas of learning will be covered over a period of time
- the assessment systems to give a clear picture of children's development in all aspects of the six areas of learning, and that these records are shared with parents
- children's introduction to solving simple number problems and distinguishing one sound from another on a frequent basis, such as through regular activities and daily routines.

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

N/A.

This is the first nursery education inspection for this setting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children leave their carer, some with support, to find an activity of their choice. Their self-confidence is developing and some speak with ease in large group situations. Children have formed good relationships with staff and relationships with peers are developing as they begin to seek out others in their play. They are well behaved, learning to share and take turns. Children have good personal independence. They are able to take care of some of their needs and make decisions about their play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use their language well. They show a good awareness of the speaker adding their own ideas to extend conversations. Children distinguish one sound from another through some familiar rhymes. However, this is not reinforced through regular routines. Children enjoy books and understand that print carries meaning. They have access to mark making materials and some are encouraged to label their own work. However, staff do not effectively help children build on their existing writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count up to five, some up to ten in their play. They learn simple subtraction through some familiar rhymes. However, staff do not maximise mathematical language or provide children with opportunities to solve simple number problems, such as through daily activities and regular routines. Children learn about comparisons, shape and quantity through a range of activities, such as weighing, matching games and use of play dough to compare bigger and smaller sizes and weights.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate through a good range of interesting activities, such as shadow making using a torch and building a Guy Fawkes for the local village. Their introduction to modern day technology is limited. Children learn about the local environment and natural world in which they live through regular activities, such as planting seeds and making bird feeders. They have a good introduction to their own and other cultures through a good range of planned themes.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have good spatial awareness and move safely around furniture and others at play, indoors and on the swing outside. They use large and small scale equipment with good control and co-ordination, especially in the park. Children are developing good co-ordination to use the swing unaided. Through regular use of tools and materials, children have good fine motor skills and hand-eye co-ordination to thread, mould play dough and use scissors to cut.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves and develop their own ideas to explore texture, shape and form through a good range of adult initiated art and design activities, such as the many different painting techniques offered, junk modelling, woodwork and collage. Children enjoy familiar rhymes and songs. They use their imagination well in role play to act out familiar and imagined situations to take on a variety of different roles, such as the in shoe shop and home corner.

**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

- develop the systems to show how all aspects of the six areas of learning will be covered and that it is balanced overall
- improve the assessment systems to give a clear picture of children's development in all aspects of the six areas of learning and that these are shared with parents
- extend the children's introduction to solving simple number problems and distinguishing one sound from another on a regular basis.

*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.*