



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305044

DfES Number: 522278

INSPECTION DETAILS

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| Inspection Date | 13/07/2004 |
| Inspector Name | Susan, Helen Spencer |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Dodleston Under Fives Playgroup |
| Setting Address | Dodleston Village hall Dodleston Chester Cheshire |

REGISTERED PROVIDER DETAILS

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| Name | Dodleston Under Fives Playgroup 1035994 |
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ORGANISATION DETAILS

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| Name | Dodleston Under Fives Playgroup |
| Address | Dodleston Village Hall Dodleston Chester Cheshire CH4 9NS |

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

Doddleston Under Fives Playgroup opened in 1981. It is managed by a committee and operates from the main room of a local village hall, situated in the Doddleston area of Chester. The playgroup serves the local area.

There are currently 14 children from 2 and a half to 5 years on roll. This includes six funded three year olds and one funded four year old. Children attend for a variety of sessions. There are currently no children with special needs or who speak English as an additional language attending the group.

The group opens four days a week during school term times. Sessions are from 09.15 until 11.45 on Monday, Tuesday and Friday and from 13.00 until 15.00 on Wednesday.

Four part-time staff work with the children. Three of the staff have early years qualifications to NVQ level 2 and 3.

As the playgroup are in receipt of funding for nursery education, they have access to a Foundation Stage teacher from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Dodleston Under Fives Playgroup provides good quality nursery education within a family environment. Children make generally good progress towards the early learning goals with very good progress being made in their personal, social and emotional development and in their mathematical development.

The quality of teaching is generally good. Planning is conscientious, although a few aspects of the early learning goals are not given sufficient emphasis. Children enjoy the activities and interact well with both peers and adults. Staff effectively support children's play, often by asking pertinent questions to extend each child's learning. Relationships are good and through praise and encouragement children's self-esteem and generally positive behaviour are fostered. Staff know the children well and regularly assess and document comments on the children's work, although these are not always specifically matched to the early learning goals.

The leadership and management are generally good. Staff work as a team to create a happy, friendly atmosphere. Regular meetings are held and all are involved in the ongoing evaluation and development of the setting's work.

Partnership with parents is generally good. Parents have a very positive view of the setting. They are provided with a good range of information about its provision through regular newsletters and the popular termly 'Snippets' magazine. All are actively encouraged to take part in the setting's activities. Although systems of sharing information about children's progress have not been implemented, staff are always available to talk to parents.

What is being done well?

- Children demonstrate a sense of community and are sensitive to the needs and feelings of others. They play co-operatively with their peers, emulating the adults' good role modelling. Children are polite and are learning to respect each other.
- Children have a large well-developed vocabulary and converse confidently with adults and each other.
- Regular planned and unplanned opportunities for children to count and recognise numerals.
- Parents are made to feel welcome. They are encouraged to support the setting through its committee, regular newsletters, notice board and termly much appreciated 'Snippets' magazine.
- Staff give high priority to nurturing children's personal, social and emotional development.

What needs to be improved?

- the recording of children's progress in the early learning goals
- the sharing of children's progress with parents by discussion and access to records
- coverage of all areas of the early learning goals by including planned opportunities for all to link sounds to letters, be aware of technological equipment, to use music to explore rhythm and sounds, and to provide physical activities to develop the children's awareness of space and control.

What has improved since the last inspection?

Since the last inspection the setting has made generally good progress in addressing the key issues identified in the last inspection.

The range of resources and activities to promote the children's understanding and awareness of others' cultures has been extended. In addition, children now have access to materials and can explore them during construction time.

A new system to record children's progress has been introduced but it still needs to be more focused on the early learning goals and to be shared with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are interested, confident and able to work on their own, or as part of a group. Four-year-olds settle quickly to a task, showing growing skills in concentration and perseverance. With adult support children are learning the skills of negotiation and sharing. All willingly take responsibility for tidying away toys and equipment. Children appreciate the need to treat each other with respect, showing awareness of their own and others' cultures.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children's speaking and listening skills are well developed. They are encouraged to express their needs, talk about themselves, listen to others and use good language skills in their play. Children enjoy, and are active participants, in stories, songs and rhymes. They like books and know how they work. Children recognise their own name, while older children write their names and a few familiar words. There are, however, insufficient opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are confident counters. They accurately count, both forwards and backwards, how many children are in the playgroup and the number of tentacles on the octopus. Practical situations are used well to challenge children to solve problems. Four-year-olds have a good concept of more or less. Children make good use of mathematical language, accurately using words such as biggest and smallest and positional language such as front, behind, under and over.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children have a real sense of the progression of time. They make good use of photographs to talk about trips they have made, activities they have done and holidays they are going on. They talk about their families, where they live and the local environment. They use a variety of materials to build and construct recognisable objects, but their use of technological equipment to support their learning during their many activities is limited.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are competent at using a range of tools and materials safely and with increasing control. They move spontaneously, showing pleasure and confidence as they copy actions to songs and rhymes. They enjoy using the outside play equipment to climb and balance, but there are insufficient planned opportunities for children to move with control and co-ordination, and show awareness of space, of themselves and of others.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children use a range of creative materials and experiment with colour and texture. They express their ideas through a range of activities such as using junk to make models and sand to make pictures. Children have a good repertoire of songs and rhymes and most join in with words and actions. They enjoy role-play, acting out everyday situations, and have access to musical instruments but do not sufficiently use them to explore sounds and rhythms. | |
| 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

- ensure the monitoring and recording of children's progress in each of the early learning goals
- provide opportunities for parents to access and share with staff information on the children's progress
- plan to ensure full coverage of the early learning goals.
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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.