



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 106337

DfES Number: 541665

### INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Michael Collins

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holsworthy Playgroup
Setting Address	Badock Gardens Bodmin Street HOLSWORTHY Devon EX22 6BQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Holsworthy Playgroup
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### ORGANISATION DETAILS

Name	Holsworthy Playgroup
Address	Badcock Gardens Bodmin Street HOLSWORTHY Devon EX22 6BQ

## 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

Holsworthy Playgroup has been operational for over thirty years. It has its own purpose built premises which are within a garden area of a small market town. The group has access to a playroom, kitchen, toilets, storage and adjacent secure outdoor area. The outdoor area has both lawn and hard surface areas. The playgroup serves the local area.

Holsworthy playgroup is registered to provide sixteen places for children aged between two and five years old. There are currently twenty-nine children on roll. Of these, eleven three-year-olds receive government funding. There are no funded four-year-olds currently on roll. Two children attending have special needs and all have English as their first language.

The playgroup opens Monday to Friday from 09:30 to 12:00 midday, during term time only. A group for parents with children aged eighteen months plus runs in the building on Monday afternoons, and a baby group runs in the building on Tuesday afternoons.

The setting employs seven members of staff. One is a part time cleaner. Three members of staff are qualified to level three. All child care staff have appropriate first aid qualifications. Three members of staff are present at each session and the setting operates a parent helper rota. The setting is a registered charity, number 278542. They are members of the Pre-school Learning Alliance and receive support from 0 to 14 Plus.

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

### How effective is the nursery education?

Holsworthy Playgroup provides a generally good standard of nursery education overall. Children are making generally good progress in communication, language and literacy and in mathematical development. They are making very good progress in the other four areas of learning.

The quality of teaching is generally good. Staff have a generally good knowledge of the Foundation Stage. They plan a varied and purposeful range of activities, that are clearly linked to the stepping stones and the early learning goals. Staff plan a good balance of adult led activities, allowing for, and supporting child initiated play. However, observation and assessment of the children's achievements is inconsistent, the plans do not clearly show how activities will be extended for the more or less able child, and opportunities to extend learning into everyday and freeplay activities are not taken, particularly in communication, language and literacy and mathematical development. Resources are used appropriately and constructively and staff use a range of positive strategies consistently and promote good behaviour actively, as a result, children's behaviour is exemplary. Staff knowledge of, and the settings commitment to, supporting children with special needs is lacking. The setting would be able to support children where English is an additional language.

The leadership and management are generally good. The committee and staff have a very strong commitment to maintain, develop and improve the setting and its practice. Staff work well together and wish to develop and improve the setting and their own practice.

The partnership with parents and carers is generally good. Parents are informed about the pre-school and its policies and procedures. However, limited information is given to them about the Foundation Stage. Children's achievements are recorded and shared with parents. They are actively engaged in the setting and are offered support to participate in their children's learning.

### What is being done well?

- Children are interested, excited and motivated to learn. They work well independently and with support. They are self-confident, and form good relationships with the children and adults around them.
- Staff plan and execute a good variety of stimulating and interesting activities which are helping children to make very good progress in four of the six areas of learning and generally good progress in the remaining two areas. Staff make good use of resources to support the children's learning.
- Children's behaviour is exemplary as a result of staff's clear expectations. Staff and committee are committed to maintaining and improving the care

and education provided.

**What needs to be improved?**

- the observation, assessment and planning, particularly in communication language and literacy, mathematical development and special educational needs
- the extension of learning into everyday activities and child initiated activities, particularly communication language and literacy and mathematical development
- one to one reading with an adult and linking sounds and letters
- information provided to parents about the Foundation Stage.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and show a keen interest in the activities provided. They separate from parents mainly well and are well supported in this process by all adults. They are extremely well behaved. They self select activities and are absorbed by their play. They are confident and chatty and their self esteem is high and well promoted.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently about their experiences. They listen well to each other and adults. Plans identify key language through themes and children are extending their vocabulary. They enjoy books, story time and reading. Although there are insufficient opportunities to extend reading and writing into everyday activities. Planning does not demonstrate how activities may be extended for the more/less able child and there are insufficient opportunities to read 1:1 with an adult.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to grasp the concept of calculation. They have a good understanding of numbers as labels and for counting, and they can count accurately. Children use comparative and positional language very well. Observation and assessments are inconsistent and incomplete. Planning does not demonstrate how activities may be extended for less/more able children. Insufficient opportunities taken to extend learning into free play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are able and confident to explore, question and investigate a variety of objects and situations. Very good opportunities are provided to design and construct a variety of objects using a good selection of resources, and children are seen to thoroughly enjoy this. Children have an excellent sense of place and their environment and local amenities are used thoughtfully and with meaning.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with self-control and co-ordination. Children use a wide range of equipment competently. They show good levels of self awareness and concern for others, particularly when using the outside play areas. Good use is made of both indoor and outdoor, space and equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Very good opportunities for children to explore and use a variety of materials. Children's self-directed and imaginative play is very meaningful, often intense and is supported well by staff. Children self-select creative activities and express their own ideas, feelings and experiences. Very good repertoire of songs and rhymes, which the children thoroughly enjoy and respond well to. Children clearly enjoy moving to music and using gestures.</p>	

**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**

- Provide training for staff in the Code of Practice for Special Educational Needs and its implementation, and ensure that consistent and complete observation and assessment tools are used to develop complete Individual Education Plans for each identified child.
- Record observation and assessment consistently, clearly linking this to planning, and showing how the more or less able children will be extended, particularly with reference to mathematical development and communication language and literacy.
- Extend and support opportunities for reading, writing and maths in both staff-led and child-initiated activities, in particular extend opportunities to read one to one with an adult.
- Provide appropriate information to parents about the Foundation Stage, the Early Learning Goals and the six Areas of Learning.

*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.*