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Jennifer Griffiths
Cropedy Playgroup
Cropedy C of E School
Station Road
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Dear Mrs Griffiths

Ofsted survey inspection programme – narrowing the gap in literacy and Numeracy - 133609

Thank you for your hospitality and co-operation during my visit on 13 February 2009 to look at work in literacy and numeracy.

As outlined in the initial letter, the visit had a particular focus on how well you meet the needs of all children in relation to their literacy and numeracy, with particular consideration to those at risk of not reaching their full potential. The visit also evaluated the level of expertise to support children learning English as an additional language (EAL).

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing settings but these will not be identified in the main text. All feedback letters will be published on the Ofsted website.

The evidence used to inform the judgements made included interviews with you, scrutiny of relevant documentation, analysis of children's work and observation of children's play.

The overall effectiveness of provision for literacy and numeracy was judged to be outstanding.

Learning and development

The quality of learning and development is good.

- Children really benefit from using the well resourced play environments, both inside and out. These offer children daily activities and resources focused on literacy and numeracy.
- You ensure children are well nourished and ready to learn.

- Children develop strong relationships with the staff team who know each child well and provide them with high levels of individual time and attention. Children make steady progress in literacy and numeracy in relation to their starting points.

Leadership and management of literacy and numeracy

The quality of leadership and management is good.

- Staff make good use of resources and props. They encourage children to use descriptive language when discussing objects and teach them to use a tape recorder to listen to stories.
- Staff use samples of children's artwork for display purposes in the playgroup building. However, they do not make good use of numbers, simple words or samples of children's early writing to label these or follow the same approach to letter formation as the next settings the children attend.
- You and your staff develop strong relationships with parents and warmly welcome them to spend time with their children in the setting. This assists staff in supporting each child who attends the playgroup. Overall, staff work well with school staff to support children in making the transition from playgroup to school with ease.

English as an additional language

- Staff have undertaken training in providing for children who are learning English as an additional language.

How well does the provision promote inclusive practice?

Inclusion in literacy and numeracy is good.

- Staff establish effective systems for recording children's starting points, achievements and next steps in learning; as a result, children have their individual needs met.
- You ensure all children enjoy equal access to activities in literacy and numeracy, and receive appropriate support if needed.

Areas for development, which we discussed, included:

- adopting the same approach to letter formation as followed by the next settings the children attend
- develop the use of simple print, numbers and children's early writing to label displays and objects around the playgroup building.

I hope these observations are useful as you continue to develop literacy and numeracy in your setting.

As was explained in the previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the inspector for your next inspection.

Yours sincerely

Judith Butler

Inspector