



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 143071

DfES Number: 518393

INSPECTION DETAILS

Inspection Date 24/03/2003
Inspector Name Joyce Bowler

SETTING DETAILS

Setting Name West Buckland Playgroup
Setting Address The Village Hall
Wellington
Somerset
TA3 9BU

REGISTERED PROVIDER DETAILS

Name Mrs Helen Stephenson

ORGANISATION DETAILS

Name
Address

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
West Buckland Playgroup is held in the village hall. The Playgroup has access to the main hall, kitchen and toilets. There is wheelchair access and a toilet for the disabled. They are registered for 24 children aged between two and a half and five years. The group is open on Monday, Tuesday and Friday mornings from 9.15 am to 12 noon. The playgroup is registered to accept children in receipt of funding for nursery education. There are 3 three year olds and 5 four year olds attending currently. Four members of staff work at the playgroup assisted by a parents rota. Currently there are no children attending who have been identified as having special needs or who have English as an additional language. The playgroup receives support from Foundation Stage advisers from the local Early Years Development and Childcare Partnership. West Buckland Playgroup is supported by a voluntary committee.

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

How effective is the nursery education?

West Buckland Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. Key strengths in areas of learning are due to effective teaching and skilful interaction engaging children in conversations and fostering self-esteem. The staff's clear knowledge of the Foundation Stage and their effective planning of an interesting range of activities help children to learn. Staff use resources well in most areas of learning. Activities are well managed although sometimes staff do not have plans in place to extend them and provide sufficient challenge for the more able children. An assessment system is used to inform future planning and to keep track of children's progress and development. There are no children at the playgroup with special needs although staff are liaising with parents and carers in relation to some possible future areas for concern. Leadership and management is generally good. The playgroup benefits from the support of a strong committee who help in the day to day running of the group and also carry out staff appraisals. The supervisor leads the planning of the curriculum with all staff contributing at team meetings. The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Parents are well informed about the playgroup activities and the Foundation Stage. They are able to become involved in their child's learning and kept up to date with their progress.

What is being done well?

Children are interested and well motivated to play and learn. They are keen to join in activities and like to contribute in group activities. They know when to speak and when to listen. Children develop excellent relationships with adults and other children in the playgroup. They learn to share, take turns and play co-operatively. Children have very good opportunities for developing language throughout the sessions. Staff encourage lively conversations by asking good open questions and engaging children's interest. Children can express their creativity through a wide range of materials and play opportunities. Staff value their partnership with parents and carers. They offer plenty of opportunities for parents to become involved with their child's learning .

What needs to be improved?

limited opportunities for children to learn to link sounds and letters. limited opportunities for children to recognise numerals. Staff make limited use of good resources. more able children are not sufficiently challenged to extend their learning in mathematics. action plan not fully implemented.

What has improved since the last inspection?

The playgroup has made limited improvement since the last inspection. The original action plan was drawn up by previous staff and has not been used by the current team. Provision of extra resources in scientific and technological toys and equipment has been addressed. Staff do use these resources well and integrate them into play and learning activities. However key issues relating to elements of communication language and literacy and mathematics remain. These will be carried forward as key issues from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They are able to develop good self esteem and feel confident to join in all activities on offer. They are establishing excellent relationships with adults and other children. They are interested in what is on offer at playgroup and encouraged to become active thinkers and doers.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Children are confident communicators who are encouraged by staff to contribute throughout sessions. Children know when to speak and when to listen. They are able to access books for stories and rhymes and to gain factual information about current themes. They have limited opportunities to link sounds and letters.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. Children have opportunities to count and use numbers in everyday situations. They use mathematical language with confidence throughout the playgroup sessions. Group activities encourage children to learn number rhymes and songs. They have limited opportunities to recognise numerals. Staff do not always make effective use of the good range of resources available or extend the learning to cater for more able children.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children make very good progress in knowledge and understanding of the world. Children learning about the world about them is underpinned by very good planning and resourcing in this area. They are able to talk about past and present events in their lives and of others. Staff encourage children to ask questions and to find out things for themselves.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development. There is a wide range of equipment for use indoors and out. Children are able to access tools and materials to develop both gross and fine motor control skills. Staff plan a variety of physical challenges and activities. Children are learning about the importance of hygiene and self care.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good

Children make very good progress in creative development. Plans show ample opportunities for children to express their creativity through a variety of activities including imaginative play, painting, junk modelling and music.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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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

provide more opportunities for the children to learn about the letters of the alphabet and to link these to the sounds that they make. provide more opportunities for children to recognise and use numbers, making full use of resources available. ensure that activities are planned to extend learning opportunities for more able children, especially in mathematics.