



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 508612

DfES Number: 548018

INSPECTION DETAILS

Inspection Date 09/03/2005
Inspector Name Gill Thornton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Botesdale and Rickinghall Playgroup
Setting Address Botesdale Village Hall
The Street Botesdale
Diss
Norfolk
IP22 1ER

REGISTERED PROVIDER DETAILS

Name The Committee of Botesdale And Rickinghall Playgroup

ORGANISATION DETAILS

Name Botesdale And Rickinghall Playgroup
Address Botesdale Village Hall
The Street, Botesdale
Diss
Norfolk
IP22 1ER

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

Botesdale and Rickinghall Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community.

The group has been open for over 20 years and operates from Botesdale Village Hall. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each week day morning from 09:05 to 11:35, with a lunch club from 11:35 to 12:35 during term time only.

All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 2 years to under 5 years on roll. Of these 18 children receive funding for nursery education. Children come from the villages of Botesdale and Rickinghall and the wider local community.

The group have experience of supporting children with special needs.

The playgroup employs six staff. Five of the staff, including the manager hold an appropriate early years qualification and one is working towards a qualification.

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

How effective is the nursery education?

The provision for nursery education at Botesdale and Rickinghall Playgroup is of good quality. Children are making generally good progress towards the early learning goals in communication, language and literacy and creative development and very good progress in all other areas.

The quality of teaching is generally good. Staff have good relationships with the children and know them well. They use this knowledge to offer children appropriate challenges. Clear boundaries and expectations of behaviour are consistently reinforced by staff. The environment is well resourced and set out in a stimulating way to promote children's learning.

Staff plan a balanced range of suitable activities based on their knowledge of the Foundation Stage. Medium term plans clearly identify appropriate stepping stones. Staff have copies of detailed planning sheets for adult focused activities. The use of assessment is in its early stages of development. Observations are used informally to plan children's next steps in learning.

Leadership and management is generally good. Staff work well together as a team and are deployed effectively around the room. They are well qualified and committed to accessing further training to extend their knowledge and practice. Staff hold regular meetings to discuss planning and the needs of individual children. The group acts on advice from an Early Years support teacher to evaluate and improve their practise. A programme for staff appraisals is planned to be introduced. The group has close links with the nearby school nursery.

Partnership with parents is generally good. Parents receive regular newsletters and are kept up to date with current themes but do not receive information on the Foundation Stage, although plans are displayed in the lobby. Parents feel staff are approachable and caring. Information is shared informally between staff and parents. Staff intend to share children's records of progress with parents each term.

What is being done well?

- Children are provided with a well designed outdoor play area which benefits from a safety surface. This well resourced area is used daily by the children for a variety of play situations to promote their development.
- Staff provide children with effective opportunities to develop their mathematical development during everyday activities and planned situations. Particularly good use is made of the compare bears to provide challenges appropriate to children's individual abilities.
- Children make good relationships with both adults and their peers and are very caring towards each other. They are happy, motivated to learn and

confident to approach adults to initiate or join in discussions.

- Staff are caring and sensitive and respond well to children's individual needs to encourage them to become confident and independent. They use effective strategies to encourage good behaviour and set clear and consistent boundaries of expected behaviour which helps children learn to take turns and play together co-operatively.

What needs to be improved?

- Information for parents on the Foundation Stage ensuring they are involved in their children's learning and well informed about their progress.

What has improved since the last inspection?

Very good progress has been made in addressing the two key issues identified at the last inspection. Children now enjoy opportunities to use technology to support their learning through a range of interesting resources which include electronic toys, remote control cars and robots, and milkshake maker. The children operate these resources competently with support from staff. Although the group does not have a computer children are provided with a monitor and keyboard during various role play activities.

The second key issue was to improve the use of labels and symbols in the environment. Staff now spend a considerable amount of time displaying a wide variety of stimulating and colourful posters and labels around the room at child height. These are used during the session to help children understand that print carries meaning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate happily from parents and carers. They chose for themselves from the stimulating range of good quality toys and activities available. They are learning to share and take turns and are forming good relationships within the group. Older children speak confidently in a large group. All children are confident to approach adults to express their needs and views. Children behave well. They are learning to understand right from wrong and consider the feelings of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and enjoy stories and join in with favourite songs and rhymes. They use language to describe real and imaginary experiences and enjoy listening games. Most children recognise their own names and they are encouraged to link sounds to letters. They are provided with regular opportunities for mark making and writing for a purpose in various role play situations. Some older children attempt to write their own names, although this is not routinely encouraged by staff.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and use numbers in everyday situations and join in with number rhymes. Older children count reliably to 10 and beyond at registration and most children recognise numerals 1 -5. Children have practical opportunities to compare and combine numbers of objects. They are encouraged to use positional language in their play. Children confidently recognise and name colours and shapes during planned and spontaneous activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given practical opportunities to investigate objects and living things. They learn about change through growing a variety of plants. They share events in their own lives and people familiar to them. Outings into the local community help them develop a sense of place. Children have opportunities to construct using a range of resources. They learn about everyday technology and know how to operate simple equipment. Children are beginning to develop an awareness of other cultures.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children have regular access to the outdoors where they confidently use the climbing frame. They show an awareness of space while using wheeled toys and enthusiastically join in with parachutes games. They move freely and with imagination using the available space and have opportunities to move to music. Children use tools when using play dough and while painting and have opportunities to develop hand eye co-ordination. They are developing an awareness of the importance of keeping healthy.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children use their imagination in various well resourced role play situations for example a vets, hairdressers and post office, both indoors and outside. Children have daily access to various painting techniques to explore colour and texture. However planned artwork tends to be adult led and topic related. Children join in with favourite songs and use a selection of good quality musical instruments. They have opportunities to respond to music and move with imagination.

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 information for parents on the Foundation Stage and ensure they are involved in their children's learning and well informed about their progress.

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.