



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109421

DfES Number: 516969

INSPECTION DETAILS

Inspection Date 23/04/2004
Inspector Name Stacey Sangster

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Five Ashes Community Playgroup
Setting Address Five Ashes Village Hall
Five Ashes
Mayfield
East Sussex
TN20 6JA

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Management Committee
Address Five Ashes Community Playgroup
Five Ashes Village Hall, Five Ashes
Mayfield
East Sussex
TN20 6JA

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

Five Ashes Community Playgroup opened in 1988 and is run by a volunteer committee comprising of parents of the children who attend.

The playgroup is situated in the rural village of Five Ashes and operates from the village hall set in a large playing field.

The premises consist of one large hall, a large meeting room, kitchen, toilets and storage room. Outside the setting have use of a small tarmac playground. Both areas are secure.

There are 23 children on the register; of these 9 are funded three years olds and 12 are funded four year olds. Children attend a variety of sessions.

The playgroup is able to support children who are identified as having special educational needs and English as an additional language.

There are nine members of staff who work at the setting and a volunteer. Four of the staff have qualifications relating to child care and education and two more are undertaking relevant courses in early years care and education.

The nursery is open term time only. Sessions operate from 9:30 to 12 noon with a lunch club from 12 to 1:30

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

How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals. They are making very good progress in creative development, physical development and communication, language and literacy.

Teaching is generally good, staff have a good understanding and knowledge of the Stepping Stones and are making good progress in implementing an effective assessment system. The number of adults working with children has a positive impact on the support the children receive. Staff work hard to provide a range of interesting and exciting activities that motivate children. Use of time and resources is generally good although the poor organisation of large group activities sometimes hinders children's progress. Children with special educational needs are very well integrated into the setting. Staff develop good relationships with the children which helps to create a nurturing environment in which children are emotionally settled and happy to learn.

The leadership and management of the setting is very good. The committee and staff work well together to identify the setting's strengths and weaknesses and, with the staff, have developed a programme of monitoring and evaluation the effectiveness of the nursery education provided. Staff have regular access to training, are provided with good-quality resources and additional staff to help make the setting run more smoothly. Staff comment that they feel supported and valued by the committee.

The partnership with parents and carers is generally good. They are provided with good-quality information about the setting and are informed about their child's achievements. They are not routinely kept informed about individual targets or how these can be supported at home. Parents are encouraged to support general topics and involve themselves in the running of the setting, many commented positively about the group.

What is being done well?

- The support of children with special educational needs resulting in excellent integration within the setting.
- The teamwork established between the committee and the staff, resulting in a clear direction for the setting and a continual programme of improvement being well established.
- The nurturing environment created by the setting which help to support children's learning.

What needs to be improved?

- The organisation of group learning activities to ensure children benefit from the activity;
- The use of information from parents to formally support the assessment process;
- Sharing information with all parents about what their child needs to do next, to make progress in each area of learning.

What has improved since the last inspection?

Following the last inspection the setting were asked to provide more climbing opportunities to further develop skills in this area of the curriculum. children now have regular access to a climbing frame and outside play area which supports this area of development.

Staff were also advised to undertake training to further develop role-play teaching skills. Current staff demonstrated good role playing skills and are covering this subject as part of larger qualifications.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn, persisting for extended periods of time at activities although limited access to self selected resources reduces children's independence. Children separate from carers with confidence and talk freely about their homes, linking their experiences and observations to activities and topics. They behave very well, and show care and concern for each other. Children with special educational needs are well integrated in the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and speak with confidence. They enjoy books and are able to describe main events and principal characters. Most children recognise their written name with many able to write the name clearly with recognisable letters which are generally correctly formed. Children are beginning to use their knowledge to attempt writing and reading simple words. Children's vocabulary is well developed reflecting the breadth of their experiences and is extended well during discussions by staff.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy numbers and many can count confidently beyond 10. They recognise written numerals and most can place them in the correct order. The children enjoy calculating but have limited opportunities to use their skills to solve everyday practical problems. Most children can identify the number of a small group of items without needing to count them. Children confidently use language to describe and compare shape, position, size and quantity accurately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate objects and materials, using all senses as appropriate. They select appropriate resources and tools to make items, showing interest in why things happen and how things work. Children are developing their knowledge about the uses of everyday technology, although there is limited opportunities to practise using basic equipment such as the CD player. Children develop an understanding about their own of cultures and beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children move confidently, imaginatively, safely, with control and coordination both inside and when taking part in physical activities outside. The children show increasing control over clothing and fastenings. They have a growing awareness in relation to health and recount for example the reasons for hand washing. The children competently use a range of small and large equipment safely and appropriately. They show in increasing awareness of space, of themselves and of others.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enjoy exploring colour and notice and comment on texture. They work creatively both in small and large-scale, and are able to express and communicate their ideas by using a widening range of materials. The children are developing good imaginations often introducing narratives into their play based on real and imagined experiences. Children use available resources to create props to support their role play. They build a repertoire of favourite songs which some sing spontaneously.

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

- Reorganise group learning activities to ensure children have sufficient space to sit comfortably and see the demonstrations and artefacts clearly;
- Ensure information from parents is used to formally support the assessment process;
- Share more information with all parents about what their child needs to do next, to make progress in each area of learning, rather than just with those whose child is struggling with an area.

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.