



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321549

DfES Number: 514230

INSPECTION DETAILS

Inspection Date 24/09/2003
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Wheldrake Playgroup
Setting Address Wheldrake Village Hall
Broad Highway, Wheldrake
York
North Yorkshire
YO19 6BE

REGISTERED PROVIDER DETAILS

Name Wheldrake Playgroup

ORGANISATION DETAILS

Name Wheldrake Playgroup
Address Chestnut House, North Lane
Wheldrake
York
North Yorkshire
YO19 6BB

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

Wheldrake Pre-School Playgroup was first registered to provide sessional care in October 1992. It operates from two rooms in the village hall in Wheldrake, which is located approximately 8 miles from the city of York.

The building is on one level, with access to toilet and kitchen facilities and an outdoor area.

The group serves the local community and surrounding areas.

The playgroup operates during term time only and is open on Monday, Tuesday and Friday mornings from 09:15 to 11:40 and Wednesday and Friday afternoons from 12.45 to 15:10. The Wednesday afternoon session is currently available to those children starting school the following year (rising five's).

A maximum of 26 children aged between two-and-a-half and five years can be accommodated at each session. There are currently 37 children on roll including 19 three-year-olds in receipt of nursery grant funding. Children attend a variety of sessions each week.

There are currently no children attending with special educational needs or whose first language is not English, however systems are in place to accommodate these needs.

Seven staff work with the children overall. Two hold a level three qualification in Childcare and Education, one is working towards this qualification, one is working towards a level two qualification, and three are unqualified.

The nursery receives support from the development workers at the Early Years and Childcare Partnership (EYDCP) and Pre School Learning Alliance (PLA).

Children's learning is play-based working within the foundation stage curriculum.

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

How effective is the nursery education?

Wheldrake Pre-School Playgroup provides a happy and welcoming environment where children make very good progress towards the early learning goals.

The quality of teaching is very good overall. Staff demonstrate a sound knowledge and understanding of the foundation stage curriculum and provide a very good range of activities to help children learn. They integrate all six areas of learning into everyday routines and activities well. However, planning of activities does not always detail how these will be extended for the more able children.

Staff work well alongside the children and have high expectations of their behaviour. This has a positive impact on the relationships in the group. They give high priority to developing and encourage children's personal independence and concentration skills. However, children do not have opportunities to pour their own drinks at snack time.

There are currently no children attending the nursery with special needs or whose first language is not English, however, support systems are in place.

The leadership and management of the group is very good. The committee is well organised and supports the manager and staff effectively in ensuring children's safety and well being. They are committed to developing and improving practices.

Staff work well as a team. They are well organised, fully involved in all aspects of the provision and support each other well.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship. Information that parents receive is of good quality and varied. This is evident through both the nursery prospectus, newsletters and one to one contact with staff as key workers. Parents are encouraged to be effectively involved in their child's learning through the parent rota system, library book system and ideas to do at home featured in the newsletters. They are kept regularly informed of their child's progress and development in all areas.

What is being done well?

- Staff give high priority to children's personal, social and communication skills. As a result relationships are very good. Children settle well, initiate conversations and concentrate well during focused activities. They are confident, sociable and have caring relationships with each other and staff.
- Staff integrate all six areas of learning into daily routines and activities, making good use of these routines to consolidate and extend children's learning, for example completing the weather chart and counting children at registration.

- An excellent range of resources is available. Toys and equipment are of good quality and easily accessible to the children. They are used well by staff to support children's learning in all areas.
- Children's behaviour is very good. Staff have high expectations of all children. They provide very good opportunities for children to take responsibility and develop their self esteem, for example at tidy up time. The children are able to share, take turns and demonstrate good manners.
- The partnership with parents and carers is very good. Parents are able to discuss all aspects of their children's development and are actively encouraged by staff to be involved in their children's learning, for example through the parent rota system and library book system. Good quality information is available about the playgroup and what it provides. Notice boards in particular are well presented and inform parents about all aspects of their children's care and education.
- Parents are kept well informed of their children's progress and achievements through daily contact with staff and the records of achievement.
- The management committee is well organised and supports staff effectively in all aspects of the provision.

What needs to be improved?

- the planning in relation to how focused activities will be extended for more able children;
- the organisation of snack time to enable children to pour their own drinks.

What has improved since the last inspection?

Since the last inspection the system for recording children's progress has been improved to make it more comprehensive, and improvements have been made to the educational programme to provide regular opportunities for children to create patterns in mathematics and use mark making to support their learning in other areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They are keen and motivated to learn and work well both independently and in group activities. They settle well, have good relationships with adults and each other and confidently select and access their own resources. Their behaviour is very good. They share, take turns and demonstrate good manners, particularly at snack time. They are confident in their personal care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. They initiate conversation, enjoy listening to stories and know that print carries meaning. They have access to a very good range of books which they use independently and handle carefully. Children are learning to recognise letters, sounds and words and most children can recognise their own name. They are confident in mark making and use this in other areas to support their play, for example role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. All children can count to 5 and many beyond this. They can recognise and correctly name a number of shapes and are beginning to use size and positional language confidently. They can sort objects correctly by colour, are beginning to make comparisons and use simple calculation. There are very good opportunities for them to use number in everyday situations, for example at registration when they count the number of children present.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They have good opportunities to explore and investigate a variety of materials and build constructively with a good range of resources. They show an interest in, and talk confidently about the local environment and are developing an understanding of time. They learn about different cultures and celebrate a variety of festivals. Their use of information technology is developing through the use of various equipment.

PHYSICAL DEVELOPMENT

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

Children are making very good progress in physical development. They move confidently around the premises both indoors and outside, demonstrating good body control and an awareness of space. They are developing good balancing, throwing and catching skills. Their fine motor skills are developing well. They have opportunities to use a range of small equipment throughout the session such as scissors, brushes and pencils. They use these confidently and effectively.

CREATIVE DEVELOPMENT

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

Children are making very good progress in creative development. They can sing a number of songs from memory and particularly enjoy taking part in action rhymes. They explore colour, shape, and texture through a variety of activities and respond in a number of ways to what they see, smell, touch and feel. They use their imagination to express and communicate their feelings through role play, using resources effectively to recreate both real and imagined experiences.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- ensure that focused activities consistently include details of how these activities will be extended for more able children;
- provide opportunities for children to use the skills they have developed at snack time to pour their own drinks.

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.